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AUTHOR Siraj-Blatchford, Iram; Odada, Matthew; Omagor, Martin
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ABSTRACT

This evaluative study looks at the Kampala (Uganda) Schools' Improvement Project (SIP). The purpose of the project, which lasted from 1994 to 1997, was to improve the quality of teaching and learning in Kampala primary schools by promoting and then institutionalizing the adoption of child-centered teaching methods and resources in project schools. Project strategies involved training teachers in workshop settings, providing instructional materials to support learning, and providing on-the-job training and follow-up support for teachers. Key questions of this project evaluation were: (1) how well did SIP activities lead to achievement of the objectives? (2) what were the strengths of SIP effects in terms of teachers, schools, and the Teacher's Resource Centre? (3) what is the significance in relation to wider Ugandan education? (4) is the SIP infrastructure adequately developed to meet project needs and sustain long term impact? (5) how appropriate was the project strategy? and (6) what recommendations are suitable for further project development. Although positive results were recorded in key question areas 1 through 4, certain weaknesses were noted. It was found that teachers remained unclear about the educational objectives of the child-centered approaches being adopted. SIP implementation seemed strongest in infant classes and least effective in upper grades. Recommendations were given for addressing these difficulties and for dealing with problems regarding future sustainability of the project. (MM)

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THE SCHOOL IMPROVEMENT PROJECT

OF THE AGA KHAN EDUCATION SERVICE, UGANDA

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Evaluation Report
Prepared for the Aga Khan Foundation

by

Dr Iram Siraj-Blatchford
Institute of Education, University of London, UK

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Dr. Matthew Odada
School of Education
Makerere University
Uganda

Martin Omagor
DANIDA/E.A.R.S. Programme
Ministry of Education and Sports
Uganda

2

June, 1997

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Iram Siraj-Blatchford, Matthew Odada and Martin Omagor

1. EXECUTIVE SUMMARY AND RECOMMENDATIONS

The Kampala Schools' Improvement Project began in November 1994 for a period of three years and has been funded jointly by the Commission of the European Communities and the Aga Khan Foundation. The purpose of the project has been to improve the quality of teaching and learning in primary schools in the capital, Kampala, by first promoting and then institutionalizing the adoption of child-centred teaching methods and resources in project schools. The project strategy involved training teachers in workshop settings, providing instructional materials to support learning, and providing classroom-based technical assistance (on-the-job training) and supporting teachers as they attempted to integrate what they learned into their day-to-day teaching. The SIP's emphasis on child-centred methods was consistent with the stated goals advocated by the Ugandan Ministry of Sports and Education and the pre-service approach of the Ugandan teacher training colleges and departments.

Similar projects and evaluations have been conducted in other parts of East Africa and Asia. The instructional strategies referred to by AKF as a 'child-centred' approach to teaching and learning have been central to the School Improvement Programme implemented in Kampala, Uganda and a few words of definition are therefore appropriate at this stage. The aim has been to increase the extent of activity-based learning through greater pupil participation during lessons and group discussions. Children are encouraged to be more active learners and teachers are encouraged to have pupils work in small groups and to make and use materials to support learning.

The initial objectives of Phase 1 (3 years) of the SIP, Kampala were:

- To establish on-site, on-the-job teacher training.
- To create a Teacher Resource Centre (TRC) to run regular workshops and seminars aimed at enhancing the teaching skills of the nursery and primary schools' educators.
- To run in-house teacher training improvement programmes.
- To work with and enrich the Ugandan National primary curriculum
- To encourage and train teachers to create and make use of locally produced, low cost, culturally appropriate teaching materials for use in the schools.

The evaluation took place over an intensive period of two weeks in June 1997 and the terms of reference addressed by the evaluation team include an overview of the process of project implementation and the cost-effectiveness of the Kampala SIP. The key questions addressed by the evaluation included:

1. How far did SIP activities lead to the achievement of the SIP's original and revised objectives?
2. What are the strengths of the major expert inputs and outputs of the SIP to teachers, schools and the TRC?
3. What is the significance of the SIP in relation to the wider education context in Uganda?
4. Is the SIP infrastructure adequately developed to: a) meet the needs of the project; and b) sustain the impact of the project in the longer-term?
5. How appropriate is the project strategy and what are the implications for expansion of the SIP?
6. What recommendations are suitable at the end of the project for further development and what value would there be to a second phase to the project?

A full discussion and details of our findings are to be found in Part IV of the report. The following summary of findings should be read in combination with the detailed recommendations that are included in the body of the report (Part V).

The Achievement of the Project Objectives

The SIP has influenced 15 schools and in the best schools there is evidence that the SIP has entirely transformed the environment of classrooms and instilled an ethos of improvement by mobilising most teachers' expectations of themselves and the children. Many teachers have developed new skills in making low-cost educational materials. New skills have also been gained by many teachers in more child-centred/friendly methods of classroom organisation.

The SIP has clearly met its Phase I objectives to foster more 'child-oriented practices' in the project schools. The evaluation team therefore unreservedly support the ongoing development of this project to Phase II.

Major Strengths

The Makerere Road, Teacher Resource Centre (TRC) has also been successfully established and the development of school-site TRCs have also proven to be popular and effective innovations. The 'on-the-job' training has bridged the gap between theory and practice for teachers. It has provided the vehicle by which teachers have been convinced of the need for change and the process by which teachers have adapted their classroom practices to develop a more child-centred school ethos, providing staff development and development of school infrastructure.The Project Director (PD) has provided ongoing training for the staff and has developed what we perceive to be an highly trained team of trainers, who are knowledgeable, committed, flexible and sensitive to the needs of SIP schools. The team have a particular strength in early years education. Similar expertise could be developed for the later primary years in any future phase of the project.

The wider context

Education in Uganda is at a critical point in its history and AKF support (with other donors) is considered vital. The major outside-SIP constraint has been the reform of Universal Primary Education (UPE), which has in some cases doubled school class sizes. Coupled with the very poor building and material infrastructure for schools this has exacerbated problems of class management for teachers. In addition teachers' salaries have been affected by the constraints levied on the PTA contributions. Many teachers have not been paid salaries for some time. In the circumstances the success of the SIP is particularly creditable.

The development of greater participation by parents and community groups is vital to the future of the SIP. More work is needed with key personnel in the local establishment to promote the integration of SIP into the education system in Kampala and to ensure sustainability during the next phase.

The Adequacy of the Infrastructure

In our opinion, as currently organised, the SIP provides an effective and efficient force for change and one that is ready to be launched on a larger scale.The constitution of an advisory board, in the form of a consultative /steering committee, should be considered for Phase II.

This would provide:

(i) the benefit of representation, and support, from local educationalists and researchers.

(ii) improved local communication

(iii) the local community with a stake in the SIP

Implications for expansion

Now that the 'word-of-mouth' news about SIP has spread to other Kampala schools the project methods are being more easily accepted and many more schools are keen to be recruited. The annual cost per unit child has dropped dramatically and the project is now particularly cost effective. When the full impact of the project is taken into account beyond the SIP schools to teacher development through TRC and conference inservice education, it is clear that the project has a wide-ranging impact.

Many teachers do, however, remain unclear about the educational objectives of the *child-centred* approaches being adopted. This should be studied further and efforts made to develop theory and practice within the Ugandan context. In Phase II the provision of 'light-touch' follow-up support for schools in their second year should therefore be considered.

We consider it appropriate that Phase II should be set within a five-year development period and that specific measurement of teacher development and/or child development should be included to aid future evaluation.

The role of the TRC has been fundamental in training and in motivating educationalists. It is also a physical embodiment of the SIP approach. It should therefore remain a central part of SIP. The budgetary implications for the future location of TRCs needs to be considered further by AKF.

The suggestion by SIP Co-ordinators to re-organise the project to take account of the differences between infant, middle and upper school curriculum management should be carefully considered. SIP should monitor the effects of its intervention on these different levels of schooling and we suggest that a more subject-centred (rather than whole curriculum) approach to the development of group work may be beneficial in the upper years.

Issues of sustainability will need to be carefully built into Phase II. Key targeting and responsibility to involve the City Education Office (CEO), Ministry of Education and Sport (MOES) and Makerere University will need to come from the highest level in AKF Uganda. The Minister for Education has already asked Makerere University to lead, develop and strengthen primary education in the country.

Recommendations

1. The following additional recommendations need to be considered for Phase II:

- More teachers need to be convinced that their fear that the implementation of SIP methodology will result in their syllabus not being completed is unfounded.

- Further effort needs to be made in developing teacher understandings of educational objectives and the benefits to be gained from small group work and displays.

- SIP implementation seems to be strongest in infant classes, then middle and lastly upper. The reasons for this should be investigated further. Although we know that the SIP team has particular strengths in early years.

- Some teachers' views that SIP makes their work "easier" needs to be studied further. We think some teachers have misunderstood child-centred teaching in this respect. The SIP formats for scheming and lesson planning need to be addressed again as some teachers are still unclear about the educational objectives of their lessons.

- The SIP is popular and widely accepted as beneficial. As it expands to schools, SIP staff should have a strategy to penetrate teacher education institutions (as they have done successfully with Kibuli PTC and ITEK) so that they use the SIP approach for training in-service teachers. This should have a greater sustainability and multiplier effect.

- The SIP and/or AKF staff should open a dialogue with SUPER, TDMS and Ministry of Education officials in promotion of the SIP philosophy with a view to influencing teacher preparation approaches.

- **Sustainability** is a big concern for the future of not only SIP but also other similar projects. Sustainability here means a willingness and an ability to learn and spread all or part of the SIP principles and practices. For instance:

  (a) Schools should be encouraged to take on a gradual but practical commitment in terms of resource allocation for SIP.

  (b) Schools that are successful should be encouraged to strengthen their outreach activities.

  (c) Parents and community participation should be encouraged through persuasion.

  (d) SIP and/or AKF should enter into dialogue with the Ministry of Education, DEO, relevant NGOs and Teachers' Colleges and Universities/Institutions with a view to requesting them to begin trialling SIP philosophy and to eventually adopt it.

  (e) Both SIP and AKF staff open up for more targeted dialogue with possible partners especially focusing on short courses and working for contacts with creditable institutions for accreditation, certification and examination. These seem motivating aspects for teachers in SIP.

- The AKF/ SIP team need to re-visit fundamental, taken-for-granted concepts such as 'child-centred', 'activity-based', 'teachers-resource-centres' and evaluate their appropriateness for Phase II in the light of UPE, and the developing world context where basic education is still a priority. Activity-based education with a mixture of whole class teaching would be a more convincing and rational approach for a five-year programme. AKF should look at the evidence in East Africa that child-centred approaches work in large classes with poorly trained and poorly remunerated teachers. Other studies are doubtful.

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- A greater emphasis should be given to management training. Heads are instrumental to the change process. It is also a way of recruiting schools - after their training.

- There needs to be further analysis of why on-the-job-training is so popular with teachers, and their progress needs to be monitored once the SIP team have left the school. Kampala is a good model for this for East Africa.

- Developing community links has been difficult in the first phase due to time constraints and needs to be a top priority in Phase II.

- For Phase II the role of AKES Uganda should be considered and defined.

- AKF should consider developing the SIP with the specific purpose of evaluation in mind. The need for baseline measures for Phase II should be built into the project.

- Large classes undermine the SIP principles and practices. This should be carefully monitored and strategies such as team-teaching should be explored where there is more than one teacher in the class - as is often the case.

- Accreditation and certification provide ways of recognising the SIP contributions and motivating teachers. This should be taken up with the relevant government agencies.

- In order to streamline and guide the SIP staff in the expansion and consolidation we suggest that an advisory committee of not more than 9 people be introduced. This committee should be charged with the task of public relations work, encouraging, motivating and collecting partners for joint ventures.

- SIP staff should be encouraged to register for further professional development e.g. master's courses covering programmes of M.U. or be sent elsewhere, time and funding permitting but without interfering with the SIP activities.

2. BACKGROUND AND CONTEXT TO THE EVALUATION

2.1. Uganda Country Profile

The background information that follows is deemed necessary in order to situate the Aga Khan Education Service, Uganda, Schools' Improvement Project (SIP) in context.

2.1.1. Geography and climate

Uganda is a landlocked country lying astride the Equator, more than 2000 km from the nearest ocean (the Indian Ocean). The international boundary of Uganda encloses a total area of 241,038 sq km., one sixth of which consists of lakes, rivers and marshes. Half of Lakes Victoria and Albert belong to Uganda. Uganda is predominantly an elevated land between the East African and Central African rift valleys. The central basin consists largely of marshland and wetlands, merging in the north with plateau country.

Vegetation varies from dry Savannah in the west and north-east, to tropical rain forests in the south-west. The tropical rain forests are now only found in isolated areas as a result of the comparatively high density of settlement, linked with intensive farming and tree-cutting pressures, especially in the central parts of the country. Shortage of wood fuel is becoming a problem in some areas, where demand is increasing at a rate which greatly exceeds planting and/or regrowth.

2.1.2. Demography

Uganda has more than 40 clearly distinct ethnic groupings. The Bantu tribes constitute more than half of the population (approx. 20 million people). They live in the central, south and western parts of the country. The annual population growth rate varies between 2.5 and 3.1. Life expectancy in Uganda is among the shortest in Africa, in 1995 it was 42.6 years and is expected to rise to only 50.4 years by the year 2000. Uganda is one of the least urbanised countries in Africa, almost 90% of Uganda's population live in rural areas. About half of the national population is under 15 years of age (The GOU/UNCC, 1994).

2.1.3. Location of Aga Khan Development Network activity, their presence and involvement in Uganda and East Africa

The Aga Khan Development Network is a collection of institutions working to improve living conditions and opportunities in specific regions of the developing world, see Appendix 1, Fig. 1. The Network's institutions have individual mandates that range from the fields of health and education to architecture, rural development and the promotion of private sector enterprise. "Together they collaborate in working toward a common goal - building institutions and programmes that can respond to the challenges of social, economic and cultural change." (AKF, 1995)

The Aga Khan Education Services (AKES) provide educational services in over 300 facilities in the developing world, ranging from pre-school care and education to secondary schools. With roots in the Ismaili Community's traditions of educational development, these schools and centres are managed by national service companies in Tanzania, Kenya, Uganda, India, Pakistan and Bangladesh. The foundations of the system were laid by Sir Sultan Mohammed Shah Aga Khan during the first half of the twentieth century when over a hundred schools were established in East Africa and South Asia, mainly for the Ismaili Community. Since the 1950s, under the leadership of the present Aga Khan, the schools began to broaden their intake of children from other communities and to extend their curriculum. The Foundation addresses the needs of beneficiaries without regard to race, religion, gender or political persuasion

According to the AKF (1995) AKES faces the same constraints as other providers of education in the developing world, whether public or private. For instance, some of the constant difficulties include: population growth outstripping resources, educational costs increasing at a faster rate than income, poorly trained teachers, inappropriate curricula and in some areas, the low health and education status of women and girls. Its programmes aim to lighten these obstacles to educational access and achievement. Access is a key issue and AKES has continued to create schools in close collaboration with the Aga Khan Housing Boards and AKF. For example, in the north of Pakistan, AKES has increased the number and range of facilities available to girls.

Programmes to improve educational quality have been built into the AKES system. School improvement projects exist in Sind province in Pakistan, where AKES introduced child-centred teaching methods, and in Tanzania, where new techniques for secondary school teaching in English, mathematics and science were implemented in Dar-es-Salaam. AKES, Kenya has been developing the use of computers in the classroom. Development in pre-school education initiatives has also grown. The Institute for Educational Development of the Aga Khan University in Karachi, Pakistan has been created to provide a permanent institutional base that can sustain these and other initiatives in education.

The Foundation supports programmes in early childhood care and development, and school improvement, including teacher training, developing and producing affordable child-friendly teaching materials, and improving the management of schools. Since the early 1980s, the Foundation has promoted a series of school improvement efforts in India, Pakistan, Kenya, Tanzania, and more recently, Uganda. According to Capper *et al* (1996) two approaches have been used: 1) projects focused on individual schools and aimed at changing the ethos of school staff and managers toward teaching and learning; 2) projects that have focused on influencing a larger number of schools through the use of a team of master trainers who provide in-service training on site.

The broad aim has been to increase the extent of activity-based and child-centred learning through greater pupil participation in group activities and discussions. Children are encouraged to interact with their teachers and work in small groups. Teachers are trained in how to make and use low-cost materials to support learning. These instructional strategies are referred to by AKF as a 'child-centred approach' to teaching and learning and these are central to the School Improvement Programme implemented in East Africa, see Appendix 1, Figs. 2-4 for their geographic location.

2.2. Context of Primary Education in Uganda

In the 1960s the educational system of Uganda was considered to be one of the best in East and Central Africa. From the second half of the 1960s to the mid 1980s, the once admired system drastically declined, due to civil wars, civil unrest and general instability which disrupted all aspects of Uganda's infrastructure including education. Intellectual suffocation was perhaps one of the most devastating aspects of these difficult times. Books, professional journals, other educational reading materials and office/laboratory equipment became grossly inadequate. Education was devalued and suffered greatly (USAID - Education Decentralization in Africa, 1996).

Primary schools did not escape the traumatic experiences. As part of the nationwide reforms embedded in the current government's (NRM) Ten Point Programme, the Ministry of Education and Sports (MOES) commissioned the Education Policy Review Commission (EPRC, 1989) and the resultant Government White Paper (1992). These documents now provide the backbone of many reforms including those relating to the Primary Education Sector.

2.2.1. Primary Education

The general reform measures at the primary school level are multi-dimensional and have the following main objectives:

- re-establishment of the teaching profession by improving teachers' terms and conditions of service;
- strengthening teacher training programmes by improving their curriculum content, introducing relevant teaching/learning materials and integrating pre-service, in-service and management training to increase the numbers of trained teachers and school administrators;
- improving community participation by empowering communities to hold schools accountable for quality and equity;
- allocating resources for instructional materials, especially core textbooks;
- reforming and revamping the examinations process to suit new curricular demands and introducing standardised national assessment;
- revitalising local educational publishing to increase its relevance and affordability to local people; and;
- rehabilitating schools and teacher's colleges.

These reforms aim at improving students' mastery of literacy, numeracy and other basic life skills, improving school administration, management and accountability and reducing inequities in children's participation in primary schooling (Carasco, Munene, Kasente and Odada, 1996, The EPRC, 1989 and the Government White Paper, 1992).

According to Carasco et al, (1996) the state of primary education in Uganda is in need of considerable improvement. The reasons for this are many-fold and include: decentralisation which has marginalised education in some districts; the lack of libraries in most schools (more than 80%); the lack of latrine posts for girls; a shortage of textbooks, where one might be shared between 40 to 55 pupils, depending on the subject and class/standard and lack of physically suitable classrooms. Carasco *et al's* study also revealed that the majority of the head teachers behaved in autocratic ways and held little regard for the feelings or well-being of staff or pupils and that about 71% of the schools never followed timetables. Many teachers are perceived to be demoralised because of the aforementioned conditions, the salary delays and inadequate remuneration of their services.

The variety of teaching methods used occupy teaching time as follows:

- Questions and answers - 90%
- Lecturing - 40%
- Class recitation - 38%
- Pupil writing - 25%
- Individual work - 20%
- Marking pupils' work - 15%
- Demonstration - 10%
- Group work - 7%
- Pupil questions - 7%

See appendix 9 for a comparison of organisation and pedagogy, e.g. group work.

The methods used reflect on teacher preparation, inservice training, resource availability and use, plus the role of national/public examinations (Carasco, et, al 1996 and the GOU/UNCC, 1994). Primary education is better in urban areas than rural areas and is generally believed to be better in Kampala than in any other area of the country. In order to understand the status of some aspects of education in Kampala and Uganda, the following figures are pertinent:

Education Aspects Described	Uganda	Kampala
Total literacy rate as %	54	88
Female literacy rate as %	45	86
Male literacy rate as %	65	91
Total children out of school as %	42	19
Female children out of school as %	44	20
Male children out of school as %	40	19
Untrained teachers as %	46	02
Pupils per trained teacher as %	49	32
P.1 enrolment ratio F/M	86	106
P.7 enrolment ratio F/M	61	110

(The GOU/UNCC, 1994)

2.2.2. Quality of Education

Education is widely perceived as the leading determinant of health and economic well-being in Uganda. Factors affecting the achievement and outcome of education include school attendance, quality of education and equity of access to education. Many Ugandans agree that the quality of education, including primary education and curriculum materials is in need of improvement.

Teachers in the primary sector number between 60,000 and 120,000 (questionable figures). The proportion of untrained teachers increased from 42% (1982) to 49% (1992). Trained teachers often leave teaching for more lucrative activities, leading to an annual loss rate of 5% to 9% of teachers. There is also a rural/urban imbalance, the majority of trained teachers and resources are found in urban and semi-urban areas (MOES, Statistical Abstract, 1994 and the GOU/UNCC, 1994).

2.2.3. Quality of Primary Schools

The number of primary schools has drastically increased from 4276 in 1980 to about 10,000 in 1996. Despite this increase, the average number of pupils per school had remained relatively unchanged (330: 1 in 1980 and 324:1 in 1992).

Primary school dropout rates, from 1983 - 1990 were 65% and survivors of primary education P1 - P7 were 35%. From 1985 - 1992, the dropout rate was 69% and survivors 31% (MOES, Planning Unit Data, 1993). In terms of gender, P1 - P7, out of 100 pupils who enter P1 today, only 29% of girls and 48% of the boys will complete their primary education.

The picture described above clearly portrays the environment where the AKF, Uganda, School Improvement Project (SIP) was introduced and operates. The challenges and constraints are numerous but justify the need for imaginative initiatives such as SIP. In Kampala there are now an estimated 550 primary schools of which only approximately 80 remain in the state sector funded through the Ministry of Education and Sports. Uganda has a long history of educational support through communities.

2.2.4. The Girl Child

As in many countries the education of girls has often been marginalised. Ignorance, poor living conditions of living, neglect and negative attitudes have continued to impact on girls both in the community (homes included) and at school. A girl, especially in the rural areas, will be expected to finish many domestic chores before and after school. Boys, by contrast, may either be free or engage in a few selected activities. Girls are more likely to be tired, hungry and late for school. In some cases, girls are kept at home longer than the boys to care for younger siblings. Boys' education has been considered more important because, as adults, they are expected to inherit and run family homes.

Due to the culmination of harsher home, community and school conditions, a larger number of girls have been dropping out of school. The 1993 Education Census also indicated a lower primary school enrolment for girls as compared to boys. The total number of girls enrolled was 981,345, while that of boys was 1,300,155. In 1995 the total number of boys enrolled rose to 1,436,986, while that of girls improved to 1,197,423.

The Government has, however, in its recent UPE declaration, directed that out of the four children from each family entitled to receive free education priority be given to girls and children with disabilities.

2.3. Universal Primary Education (UPE) in Uganda

2.3.1. Background to UPE

Developing world countries, deeply affected by economic recession and growing debt burdens, were unable to maintain the pace of educational expansion achieved in the 1950s-1970s (Odada, 1997). In response to this, the executive heads of UNESCO, UNICEF, UNDP, the World Bank and others convened the World Conference on Education for All (WCEFA) in Jomtien, Thailand, in 1990 to draw attention to the importance and impact of basic education, and to forge a global consensus and commitment to provide basic education for all (WCEFA, 1990).

Uganda was represented in the WCEFA and was a signatory to the Declaration and the Framework for Action. The WCEFA was also concerned with enhancing the *environment* of learning which is broader than the school system. For children it includes home, siblings and peers (Sylva & Siraj-Blatchford, 1996). For adults, the learning environment extends beyond the home to their work places and to the communities. For effective schooling, parent and community involvement result in better learning (Carasco, et al.1996). In the case of Uganda, UPE commenced at the beginning of 1997. Unlike the UPE commencement elsewhere, the Ugandan UPE has the following characteristics:

- parity in enrolment for girls and boys: 50-50
- consideration for disabled children
- non-compulsory
- cost-sharing, government and parents
- four children per family are entitled to free education (average family size is six children)
- first enrolment can take place in any class - 1,2,3,4,5,6 and 7 instead of commencing with P.1 alone

- catering for children in government, community and government-aided schools covering three types of families - monogamous, polygamous and single-parent
- monitoring/concerned about inputs such as teachers, textbooks and buildings.

The Ugandan model of UPE begins to address the key educational issues of access, equity, quality and achievement (Odada, 1997). Early trends suggest that the number of children in primary schools rose from 2.9 million to 5.8 million, an estimated 91% of the school-going age.

2.3.2. Why Primary Education?

Primary education can have direct and positive effects on learning, economic productivity and family planning. Primary education has also intergenerational effects on child health, nutrition and education. Poor primary schools often compromise the entire system of human resource development. Their products are poorly prepared for secondary, technical and tertiary education and ill equipped for lifelong learning (UNESCO, 1992). The other consequences are low completion rates and low achievements.

In Uganda like elsewhere, the central purposes of primary education are two-fold: to produce a literate and numerate population, and to lay the ground for further education (World Bank, 1990). Many countries including Uganda have not met these two objectives. The reasons include ineffective teaching, lack of skills and crumbling school environments and cultures, resulting in high drop-out rates among other problems. In order to address these shortcomings, the main priority for primary education is to increase the learning of children so that most children who enrol in schools actually complete the primary cycle (World Bank, 1990). The second aim is to widen access through providing all school age children with the opportunity to enter schools (*Ibid*).

Improving primary education in developing world countries requires effort on at least three fronts: enhancing the learning environment, improving the preparation and motivation of teachers and strengthening educational management.

2.4. The Curriculum and Teacher Training

2.4.1. The Structure of Schooling and the Curriculum

Currently, the structure of formal schooling in Uganda is:

Level	Course Description	Years	End
I Primary	General Education	7 years	PLE
II a Secondary 'O'	General Education	4 years	UCE
b Secondary 'A'	Arts or Science Education	2 years	UACE
III Post Secondary	Colleges	2-3 years	Varied Qualifications
IV University	All types of courses	1-7 years	Varied Qualifications

Pre-primary education provision, for 2 - 6 year olds, is essentially urban and private. Government does not fund it but oversees what happens in nursery schools. However, agencies such as the World Bank are now extending loans to Uganda to strengthen early childhood education. The

primary sector is government aided, and, as far as resources permit, the government provides teacher salaries, textbooks, furniture and buildings. Many parents also donate funds to improve school buildings.

Secondary education is treated in the same way as primary. In both secondary and primary, teachers are trained in government colleges. To date there are 10 National Teachers Colleges (NTCs) housing about 5,000 students and 67 Primary Teachers Colleges (PTCs) preparing about 15,000 teachers every year. Both the primary and non-graduate courses last two years and they are residential. At all levels, what is taught through the syllabus is guided by prevailing government policies, especially the human resource demands and the country's ability to finance and assist the students in the colleges/ universities.

At the primary schools, the subjects taught include Mathematics, General Science, English Language, Vernacular languages, Social Studies, Art and Crafts, Religion, Physical and Health Education. These are the subjects taught in the Primary Teachers Colleges (PTCs) as well. For secondary teachers, subjects taught include Mathematics, Physics, Biology, Chemistry, Geography, History, Political Education, Economics, Art and Crafts, Religious Studies, English Language and Literature, Agriculture and Home Economics.

2.4.2. Teacher Education for Primary Schools

As already said above, the NTCs prepare primary teachers as well. The grade III teachers go for two years upgrading. On successful completion, they are awarded a Diploma in Primary Education (DPE) or Diploma in Secondary Education (DSE). These teachers then become Grade V teachers and are expected to return to primary schools to improve quality. The other levels in the primary sector include graduates (a few Masters holders and Bachelors). The largest group of primary teachers is at grade III. Grade III PTCs admit students who have completed Ordinary Level, Secondary education, and have passed at least four subjects. The training is two years residential and covers all the subjects taught in primary schools. At the end of the two years, prospective teachers are subject to public written examinations set, marked and graded by The Uganda National Examinations Board (UNEB). The practicum is managed by the Institute of Teacher Education, Kyambogo (ITEK). The teaching certificate is awarded to a person who passes both theory and practical teaching. The syllabus adopted in PTCs is the responsibility of ITEK and ITEK is therefore responsible for the quality of the teachers in collaboration with the National Curriculum Development Centre (NCDC) and the Central Inspectorate Section of the Ministry of Education and Sports (MOES).

2.4.3. Teacher Quality

Socio-political instability in Uganda from the mid-1960s to the 1990s has affected the quality of teacher education due to the dwindling grants going to colleges from government. The under-resourcing of schools and colleges and the low salaries paid to teachers has made teaching a last-resort profession (Odada, 1996). All of these factors have singly and collectively impacted negatively on education, and consequently, upon the quality of provision. The EPRC report (1989) and the Government White Paper (1992) lamented the fall in education quality. Both reports acknowledge that teacher quality is critical to the revamping of education quality. In the late 1990s the situation of most rural primary schools remains little changed despite efforts to address the problems (Odada, 1996).

Despite the difficulties and challenges portrayed above, efforts have been made to improve teacher quality. Initiatives to improve primary education exist, both at the level of government and non-government organisations (NGOs). There is the Support for Uganda Primary Education Reform (SUPER) which is supported by USAID alongside the Ugandan Government's Teacher Development Managerial System (TDMS). TDMS is intended to give on-the-job and inservice teaching skills to practising teachers and to upgrade teachers' academic knowledge in collaboration with Primary Teacher Colleges across the country.

3. KAMPALA SCHOOLS' IMPROVEMENT PROJECT (SIP)

3.1. Description of Kampala context

The Uganda SIP is based in Kampala because there is a good deal of improvement activity occurring in the rest of the country through projects such as SUPER and TDMS. Over half the teachers in Uganda are reported to be unqualified. Kampala schools are heavily dependent on community resources, and as a consequence, schools vary in the amount of resources allocated. The problems of primary education described in Part II in terms of teacher quality, poor salaries, crumbling buildings and large classes persist in urban areas, as well as rural locations.

There is a serious lack of physical infrastructure in many schools and variation between schools. Most schools lack sufficient classrooms and furniture. Educational materials, such as textbooks, teaching aids and basic furniture are in very short supply. The situation is exacerbated by the policy of UPE, which has led to teachers feeling overwhelmed as student numbers have increased.

UPE has also produced a fundraising problem because schools have been banned from asking parents to contribute toward the cost of primary education. A lack of effective management and staff development has resulted in teachers following prescriptive, didactic and textbook dependent lessons which rely heavily on the pupils remaining passive while absorbing knowledge which is frequently delivered through a 'chalk and talk' method where pupils copy from the blackboard.

Some local efforts are being made to resolve these problems, but it was felt that some external resources could aid the development of initiatives aimed at training teachers to be more child-centred in their approach within existing resources. At the same time the AKES in Kampala was keen to redevelop the site where they had previously run a primary school and a pre-school. Interestingly, the main impetus for the project proposal arose largely from parents and teachers in Kampala schools. AKES in Uganda responded to this concern by entering into dialogue with Government departments regarding a school development project.

The proposal for the SIP started with the intention of developing the Aga Khan primary and pre-schools and one other local school and at the same time constructing an administrative centre for the SIP and a Teachers' Resource Centre (TRC) for the purpose of inservice training of teachers in Kampala. The project initially aimed to directly benefit the 75 teachers and 2,300 children in the Aga Khan schools with the further development of 300 teachers through training which it was hoped would benefit another 9,000 children in their care. In reality the project staff have worked with 15 schools with a population of 12,273 pupils and they have offered regular and direct training

to the 377 teachers in the 15 schools by June 1997. The SIP team has benefited many more teachers, students and the inspectorate through their inservice programme and activities (See 16.0. Technical inputs and outputs).

The Kampala Schools' Improvement Project began in November 1994 for a period of three years. The Project Director (PD) had a background in, and good understanding of, the history and practice of education in East Africa. She brought with her the irresistible combination of a substantial background in school development and of improvement practice through her years as a head teacher and as a primary schools' inspector in the UK. Kampala SIP is funded jointly by the European Community and the Aga Khan Foundation. Funding of US$645,600 was secured by the AKF, 47% of which came from the European Community.

3.1.1. Aims and design of the project

The main objectives and goals of the SIP were:

- Establish on-site, on-the-job teacher training.
- Create a Teacher Resource Centre (TRC) to run regular workshops and seminars aimed at enhancing the teaching skills of the nursery and primary schools' educators.
- Run in-house teacher training improvement programmes.
- Work with and enrich the Ugandan National primary curriculum.
- Encourage and train teachers to create and make use of locally produced, low cost, culturally appropriate teaching materials for use in the schools.

Six months into the project, the SIP team was established and they identified additional goals and objectives for the remaining project period:

- Work with 15 schools in 3 years (including the three existing schools in the programme).
- Continue to resource the TRC and develop effective ways for its use.
- Train teachers to produce their own materials for effective teaching and for being role models to other teachers.
- Enable the new clusters of SIP schools to establish and sustain their own TRCs and school improvement programmes.
- Through the use of the TRC, workshops/seminars and the use of mass media reach a wider audience of teachers, trainers, officers, inspectors and parents (e.g. own newsletter, use of radio, TV etc.).
- Run management courses for head teachers and senior management for 15 schools as well as other interested schools.
- Run awareness programmes for parents and encourage them to be involved in their children's learning and in the life of the institutions.
- Work with PTCs (possibly 2) and project schools to enable them to collaborate with one another and develop a common philosophy/practice for teaching and learning.
- Continue with SIP staff training as an ongoing process (e.g. in-house training, visits to other countries and input of consultants).
- Continue networking with the Ministry and encourage them to facilitate training and resource-making facilities for teachers.
- Collaborate with ITEK, UNEB, Makerere University, SUPER etc in order to work in harmony with them and run combined programmes.

During the project period more objectives were introduced by the SIP team, including:

- Collaborate with the City Education Office and other institutions on specific projects.
- Organise conferences for primary school teachers with Makerere University and the DEO.
- Develop the TRC with a focus on the library and the low-cost materials.
- Pursue the policy of networking with the Ministry of Education and other agencies.
- Organise visits of outside consultants to run seminars, for example, on "Language and Literacy Development".
- Carry out qualitative evaluation in the project schools and gather evidence of change in the pupils' social and academic achievement.
- Develop a system of continuous assessment in project schools.
- Establish four modest teachers' resource centres in pairs of schools.

The project phase 1 and design are similar in some respects to other SIP projects in the East Africa region and in particular to the Kisumu SIP, Kenya. The main differences have been the smaller scale of the Kampala SIP and its whole school development focus (see Part V of the report). The nature of 'child-centred' education has not been adequately explained in any of the designs as it relates to the developing world context. Black *et al's* (1993) evaluation of some of the AKF programmes suggest some inconsistency between strategies employed in programme design, project implementation and the subsequent problems experienced in measuring the effectiveness of the programmes based on educational outcomes. As they say; "a highly detailed practical strategy is spelt out, describing the dissemination programme designed to multiply good practice through change agents working alongside teachers...the proposal does not address the relationship to theory of this potentially unique contribution to the complex challenges of dissemination.... the proposal lacks concrete measurable objectives" (pp24-25). They go on to question the innovators awareness of the challenges posed in trying to develop good child-centred practice. From our evaluation we consider that the SIP team encouraged a 'child-friendly' approach to teaching styles whilst making teachers aware of the nature of children's learning.

The project team was clear about their determination to change teacher practice to accommodate more 'child-friendly' teaching and learning strategies and to develop a professional base for training - the TRC. They also used a multi-faceted approach to training. This was highly successful in most schools and Part IV of the report demonstrates this when we analyse staff perceptions of SIP. One of the most successful aspects of the design was the flexibility which was incorporated into the project through a regular cycle of self-reflection and evaluation. For instance, after six months of the project new objectives were added in order to be responsive to head/teachers' and schools' conditions and needs. One particular example is the way in which the notion of 'master teachers' was dropped in the face of teacher resistance. Instead the project assistants (PAs) become teacher-demonstrators of good practice. The PD also brought skills and knowledge of a modern education system to bear on the SIP implementation and her reflective and critical six monthly reports demonstrate the ambition and achievements of the SIP in Kampala.

The project sought to improve the quality of teaching in selected nursery and primary schools in Kampala, Uganda. The three-year project had three stages, the first stage entailed the setting-up of the project, employing project staff, and working with three neighbouring schools to the Makerere Road Complex (MRC) which had to be rehabilitated. This became the administrative and training base for the SIP. Stage two meant the involvement of four more schools and finally in stage three

work began in January 1997 in the final cohort of eight schools in the final year of the project. It should be noted therefore, that eight of the schools had been in the project for less than six months when the evaluation took place.

3.1.2. Project implementation

The purpose of the SIP is to improve the quality of teaching and learning in primary schools in the capital, Kampala, by promoting the adoption of child-centred teaching methods and resources through developing teaching strategies which institutionalize the process and outcomes of the effort in project schools. The strategy involved training teachers in a workshop setting, providing classroom-based technical assistance and supporting teachers as they attempted to integrate what they had learned into their day-to-day teaching behaviours, and providing instructional materials to support learning. SIP's emphasis on child-centred methods was consistent with the stated goals advocated by the Ugandan Ministry of Education and the pre-service approach of the Ugandan teacher training colleges and departments.

The project aimed to increase the extent of activity-based learning through greater pupil participation during lessons and group discussions. Children are encouraged to be more active learners and teachers are encouraged to have pupils work in groups and to make and use materials to support learning. These instructional strategies are referred to by AKF as a child-centred approach to teaching and learning and are central to the School Improvement Programme implemented in Kampala, Uganda. Similar projects have been conducted in other parts of East Africa, namely, Mombasa and Kisumu, Kenya and in Dar es Salaam in Tanzania. Many lessons have been learnt from other SIPs in East Africa to the advantage of the Kampala SIP and AKF.

The SIP came to reintroduce and reinforce, within schools, what Ugandan pre-service teacher educators had promoted in terms of the behaviour, action, attitude, skills, knowledge, and values which were the bedrock of primary teacher education in Uganda prior to political instability. Primary teachers trained in Christian and Muslim funded and run Colleges were encouraged to accept a practical concern for people, information, environment, and resources. Teacher education focus in the pre-civil war Uganda, was to develop humanity, society and to manage change (Odada, 1997). The SIP initiative has been seen as an active intervention to re-establish these values, and this could go some way towards explaining why it has been that all parties within the SIP process have tended to be unreservedly positive about the project. The SIP is targeted upon school management, teacher, classroom and pupils.

This whole-school-improvement approach, with some outreach to parents and community, has the advantage of impacting on the schools' ethos as well as effecting change in classrooms. One expected outcome is change in the management styles of head teachers and the teaching styles of teachers so as to optimise learning. A closer look at primary schools in Uganda reveals two broad types of school and classroom management. The first is a form of management by hierarchical authority, where the head teacher is autocratic, and the second is identified as management through operational objectives. The former was common in Kampala SIP schools before the SIP intervention. With SIP the change is towards the latter style and the majority of the SIP schools demonstrate change for the better as the schools work towards more collegial relations between head teachers and teachers. Whether or not this change can be sustained is less certain and is discussed in Part V of our report under the findings.

4. - EVALUATION PROCEDURES

4.1. Terms of reference and time-scale

The terms of reference addressed by the evaluation team include an overview of the process of project implementation and the cost-effectiveness of the Kampala SIP. The key questions addressed by this evaluation include:

- What is the significance of the SIP in relation to the wider education context in Uganda?
- How appropriate is the project strategy and what are the implications for expansion of the SIP?
- How far did SIP activities lead to the achievement of the SIPs original and revised objectives?
- Is the SIP infrastructure adequately developed to; a) meet the needs of the project; and; b) sustain the impact of the project in the longer-term?
- What are the strengths of the major expert inputs and outputs of the SIP to teachers, schools and the TRC?
- What recommendations are suitable at the end of the project for further development and what value would there be to a second phase to the project?

Other questions have also been addressed and primacy has been given to the views of those most affected by the SIP: the children; parents; school teachers and school managers. Without the views of these 'client' groups it would be hard to sustain interest in the SIP by the 'client' group. Due regard has also been given to the views of policy makers and those responsible for implementing change in schools and teacher education.

The evaluation took place over an intensive period of two weeks. Prior to this the terms-of-reference for the evaluation were developed by correspondence and during one afternoon meeting in London. The two-week period in Kampala included:

1. The writing, piloting and implementation of six research instruments (see appendices).
2. Half-day visits to eight project schools to undertake data collection.
3. Preliminary visits to two non-project schools and three project schools (in addition to the evaluation sample).
4. Analysis of the SIP evaluation documents and records, fieldwork and report writing.
5. Observation of two PA-run workshops in SIP schools for teachers.
6. Observation of one workshop run by a PA at the TRC for early childhood educators.
7. Meetings with key personnel from support agencies, NGOs and Government departments. These were particularly helpful in the assessment of the sustainability and future prospects of the SIP Kampala.

We are very grateful to all the following people for making time to meet with us to discuss SIP impact and sustainability:

- Prof. Lutalo Bosa, Principal, and Mr I M Byuma, the Registrar, ITEK.
- Mr Azim Tharani, representative of AKES, Uganda.
- Mr Arthur Bagunywa, TDMS - Teacher Training and Curriculum, Ministry of Education.
- Mr E. Karuhije - Acting Commissioner Inspectorate, Ministry of Education.
- Mr Richard Cartier, SUPER Project, USAID.

- Dr Katigo, TDMS - Primary Teacher Education Tutor training/Management training, Lweza Conference Centre.
- Mr Kewaza-Muwonge, City Education Officer.
- Mrs M. Kagoire Ochieng, Profs. J. A. Opolot and J. P. Ocitti and Ass. Profs. A. Tiberondwa and M. Odada of the University of Makerere
- Several meetings with the Project Director and the Project Team.
- AKF Uganda personnel.

The evaluation team received all relevant documentation, including interim reports and the detailed records of teaching materials, records of SIP internal and external meetings and evaluations of workshops and SIP schools' time-lines of achievement. These have been used alongside the data gathered from our fieldwork.

4.1.1. Sample, instruments and procedures

The SIP in Kampala is a whole school 'improvement' project which aims to encourage qualitative change. Measures of the SIP success using quantitative pre- and post-test results (associated with some school 'effectiveness' research) are therefore inappropriate to evaluating Phase 1. The project was not developed as a scientific research inquiry with the stringent requirements of base-line measures but more as a practice-development project using discursive approaches and qualitative assessments of achievement. It has aimed to influence teacher practice and classroom processes by example. The SIP in Kampala is a largely whole-school-based inservice intervention programme aimed at improving teacher practice. We found little evidence of base-line measures which were not qualitative in nature and the project schools had not been matched with control schools. No assessments had been conducted on the children or teachers who could be used to measure the 'value-added' effects of the SIP. We therefore ruled-out the possibility of using control schools in our evaluation but visited non-project schools which have similar characteristics to some of the project schools before the SIP involvement.

Robertson and Sammons (1997) cite Fullen (1991): "The investigation of school and classroom process undertaken by school effectiveness research has been largely correlational in nature and causal inferences have rarely been directly drawn. The large-scale nature of such studies (necessary for the statistical analysis of effectiveness) are not suited to the study of how change can be best supported and instituted, nor of the detailed processes of classroom interaction and support for this at whole school level". Even where we do find quantitative evidence of value being added, that evidence needs to be supported by "a rich description of practice" (Reynolds, 1992). The evaluation team was keen to investigate how those who are affected by the SIP actually 'experienced' it.

The study/evaluation used both a qualitative and a quantitative mix of methods in data collection. Several research instruments were devised to provide data which would shed light on the successes and limitations of the SIP in schools. These included a semi-structured group-focused questionnaire for parents (see appendix 2 for full details). We wanted to include parent perceptions of SIP because so much of the Ugandan education system depends on the participation of communities. This did mean however that we had to inform the SIP schools of our arrival time in advance and that we had to inform them of our intentions to interview the parents. The schools only had three days to arrange this. It was only in this way that schools could arrange for parents to be present, but we were well aware that we would not receive a large or random sample in these circumstances. It was clearly difficult for parents to attend at short notice and our sample is consequently small and largely made-up

of parent-teachers and therefore it is unrepresentative. However, we have analysed and included their views having taken this into account, because we are concerned that parent (and community) involvement in the project has been one of the less successful areas during Phase 1, due to the constraints of time, and will require significant development in any future phase of the project.

The team also developed a semi-structured group-focused questionnaire for children (see appendix 3) to get the views of children across the primary age group. Children were randomly selected from classrooms across the age groups and interviewed in a separate room to ensure confidentiality and a friendly atmosphere.

Questionnaires were administered to teachers in the SIP schools (see appendix 4), to the SIP Schools' Co-ordinators (see appendix 5) and to the head teachers in SIP Schools (see appendix 6). In addition the head teachers and SIP co-ordinators were interviewed separately.

At the same time as the interviews and questionnaires were administered a SIP Classroom Observation Checklist (see appendix 7) was completed in the eight schools by two observers. Seventy-two classes across the age groups were observed for approximately 20-35 minutes which included a short discussion with the class teacher. On average approximately eight classes were observed per school except for instance in the case of the nursery where there were only five classes and all of these were observed.

The schools sampled for the evaluation study included a mix of those from stages one to three of the SIP. We sampled one of the two nursery schools, two of three private fee-paying schools and five of the ten state schools. The schools were also sampled according to the project team's assessment of how successfully the schools had adopted SIP and those which had limited or very limited success with the SIP were included alongside those which were considered to be more successful in there adoption of the SIP:

School/Stage	No. of children	No. of teachers	No. of Classrooms
Stage 3: school	1247	42	16
Stage 3: school	1356	28	16
Stage 3: school	699	17	14
Stage 3: school	700	16	8
Stage 2: school	1427	42	22
Stage 1: school	714	31	7
Stage 1: school	668	37	24
Stage 1: nursery	165	16	5

Stage 1: schools in the project from the beginning
Stage 2: schools in the project for 1 year
Stage 3: schools in the project for 4 months

4.1.2. Context of the evaluation

According to the final six-monthly report of the SIP Phase 1, written by the PD, the simultaneous effects of inducting 8 schools to stage 3 of the SIP and the introduction of UPE in January 1997 forced the team to reappraise how to help teachers in effective strategies for managing classes of

over 100 pupils. The lower primary level in particular has attracted larger numbers of children. Grouping pupils, using linoleum mats for a sitting area and introducing practical activities through the use of local materials has alleviated some stress for teachers and captured some pupils' interest; but even with the best on-the-job-training the SIP could not be expected to stretch to the extent of making teaching and learning effective in classes of over 100 pupils. Usually these classes had more than one teacher but from our observations team-teaching was a rare occurrence.

The SIP Project Director in her six monthly SIP progress report to AKF, March 1997 reports the acute impact of UPE to Phase 1 of SIP:

> "The introduction of UPE has caused many difficulties which are outside the team's control. For example, six of the project schools are severely stressed because of basic infrastructural problems beyond their control, such as, a lack of rooms, toilet facilities, furniture, educational resources and teachers. Often in small classrooms, many pupils have to stand for most of the day; alternatively they are so squashed on the benches designed for three and accommodating five pupils, that they are unable to move their limbs freely or write. These have been very difficult circumstances for the PAs to be trying to give support and assistance in. How much learning is taking place is difficult to assess. Nevertheless, they are trying to improve the situation by introducing low-cost materials, the use of group work, and practical activities....
>
> The hardest task is to lift the morale of the teachers and motivate them to take charge of the situation in their schools. Their financial predicament has increased because the government salaries are generally in arrears by two to six months. Also, the dependable PTA allowance is now severely curtailed. When the urgent issue for the teachers is to find sufficient daily food for the family, the issue of bringing about change in the classroom or walking one kilometre to the neighbouring project school for a workshop become insignificant... In spite of these difficulties, most teachers are attending the workshops and looking for realistic solutions to improve the environment in their schools. As we are partners with them, we too go beyond the call of duty to help".

It was within such constraints for the SIP team that the evaluation took place over a two-week period in June 1997.

5. Findings and Discussion

5.1. Introduction

This section evaluates how far the original aims and objectives of the Kampala SIP (see page 5-6) were met within the three years of Phase I of the project. It is important to bear in mind that of the 15 schools involved in SIP eight of them had barely had six months involvement in the project when it was evaluated and the involvement of three schools which had been in the project longest was just over two years. This is, then, a very early assessment of the impact of the SIP, especially since the key focus of the project is on practice development and the whole school. The beneficiaries targeted in this first phase were whole schools' staff, in the context of a child-centred philosophy.

The ultimate beneficiaries of the SIP in Kampala will be the children who attend the SIP schools. Assessing the true impact on children's learning and their social and behavioural development was not practical in this particular evaluation for two reasons:

a) There are no baseline measures of children's academic, social or behavioural development.

b) There are no control schools.

However, our study was designed to evaluate Phase I SIP and to seek the *perceptions* of children, parents and school staff on the impact of SIP on children's behaviour, their active interest in learning and how the school had changed with the introduction of more child-centred pedagogies. Part II of our report has described the context of primary education in Uganda. The infrastructure within schools is weak and it is estimated that over 45% of teachers are not qualified. The need to upgrade teacher knowledge and practice in Uganda is critical and all parties we met welcomed the SIP intervention in primary schools with enthusiasm and praise. In spite of the difficulties faced by educationalists in Uganda people are positive about change and every one we met agreed that intervention programmes like the SIP are needed and that the project complements the Ugandan Government's White Paper on education.

Prior to SIP, teachers in project schools adopted a didactic model of teaching, which we witnessed on our visits to some non-SIP schools. In addition, head-teachers of non-SIP schools appeared to accept their role as administrators rather than as managers who support their staff through curriculum leadership and innovation.

5.1.1. Whole School Improvement Approach

There is, generally, genuine enthusiasm from all of those involved in the Schools' Improvement Project, Kampala. The key factor in generating this enthusiasm has been the way in which change has occurred in the SIP schools within a relatively short period of time. Change in teacher quality has traditionally been sought through preservice and inservice education. What is distinctive about the SIP is that the whole school approach model targets change through a triad of support: workshop training, on-the-job training and the provision and development of educational resources

(providing a professional 'meeting place') in Teacher Resource Centres. The Kampala SIP deals directly with teachers' immediate concerns.

Unlike other teacher development models, the SIP model does not only deliver training outside the school leaving the implementation of change to the teachers, the training is followed-up pro-actively by the SIP team of project assistants (PAs) in the schools and classrooms themselves. Traditional teacher development can take many years to show results. The SIP experience suggests that the whole school approach brings visible changes quickly and sustains the interest of parents, pupils and staff. The model has incorporated an emphasis towards a child-centred philosophy as well as paying due regard to the managerial structures which are essential to maintain change. AKF has embraced this approach in Kampala and in any follow-on phase it should be monitored for its possible extension to smaller urban areas in Uganda.

Phase I of the SIP in Kampala is quickly showing evidence of change in the SIP schools, a further phase would allow AKF to evaluate the long-term sustainability of this change. While learning from their own projects AKF could also pool their knowledge with similar approaches in East Africa as adopted by agencies such as the DFID.

The three components aimed at achieving change mean that the project team have needed considerable expertise in the management of change, how children learn and in their subject knowledge base. Through our interviews with the project team and our analyses of the SIP records we are satisfied that a sound programme of training was offered to the PAs and that sufficient attention was given to their ongoing development. Schools were provided with workshops, on-the-job training and support was provided through a teachers resource centre.

5.1.1.1. Workshops

Our documentary analysis of SIP records reveals that every school has received some basic training. Most of the workshops were conducted for the following purposes:

- Senior management training.
- Series of workshops for school staff on how children learn, implications of the Ugandan Government White Paper, planning lessons, how to teach particular subjects especially literacy and classroom organisation.
- Planned demonstration lessons and practical workshops on making low-cost educational materials.
- How to access and use resources from the TRC.
- To stimulate discussion on educational practice and promote professionalism and collegiality.

Our observation of workshops run by PAs at the Makerere Road TRC and the TRCs in some schols illustrated how well attended these were. The SIP team work collaboratively with schools' staff and demonstrate effective learner-centred teaching techniques. They give out informative handouts and allow sufficient time for teachers to work in groups doing the same tasks that children would undertake. We observed a workshop on science and one on creative writing in two different schools. At the Makerere Road TRC we observed a workshop run for early years teachers studying for a certificate in Early Childhood Education on bilingual story-telling. In all cases there was high learner participation and involvement. It might seem like a small point but we were impressed with the way teachers were treated with respect and care to the extent that refreshments were provided

during every training session and that there was obvious rapport between the SIP team members and the teachers.

At the end of every session we observed a formal evaluation of the workshop being conducted by the SIP PAs. Our analysis of comments made by the SIP schools in their evaluations of the SIP (see appendix 8 for a typical synopsis) reveal that they mainly make positive comments. The following are typical from all the evaluations we saw, some were general like: "all SIP workshops have been useful", "papers (handouts) have been very useful for us to refer back to" and more specific comments include: "have learnt more about time-management" and "found useful, methods of teaching young children, parent involvement and children's writing own stories and display of children's work".

5.1.1.2. On-the-job training

As well as the workshops held in schools, the SIP team members conducted model classroom lessons. The evaluation team observed a demonstration lesson on story telling by one PA, a story was read to the whole class followed by a discussion, singing and a written work-card activity about the story undertaken with groups of children. The classroom teachers observed the lesson throughout. This was followed by an evaluation of the lesson by the teachers and a critique of the PA's approach, bringing together the planning-action-review cycle of teaching. Although we cannot know how typical an example this was of demonstration lessons in general it was clear that in this particular school the teachers were used to the practice and they responded well. The teachers were appropriately critical. For instance they pointed out that with the class size of over 80 children many of the children could not see the pictures and that it was hard to keep all the children's interest. The PA accepted criticism and working collaboratively, the teachers and PA sought solutions to each of the problems.

It seemed to us that the PA was taking on the role of master-teacher and working alongside teachers. According to the SIP records and teachers' evaluation sheets this is a regular practice in most of the SIP schools. This demonstrated the flexibility of the SIP team to the needs of schools because initially the aim of the SIP was to develop master teachers from within the schools. However, when this was perceived to be too great a step for many schools the SIP team cast themselves in this role. In our interviews and discussions with staff in schools we know that this flexibility and 'practice-what-SIP-preaches' approach was admired. We think that this approach has allowed teachers to begin to understand the collective and complex nature of the relationship between lesson planning, classroom organisation, the selection of appropriate resources and teaching styles as it effects pupil motivation and involvement in learning. Teachers' comments on this training have been very positive, with the evaluations typically including comments such as, ".... very useful in guiding us to teach the right way"; "...more areas in the curriculum get covered through practical activities", and; "...on-the-job training was helpful in correcting, advising and praising (of children)". When the 85 teachers in our survey were asked how satisfied teachers were with "on-the-job" training in their schools in terms of:

		No Response	Great extent	Some extent	Not at all
i)	Choice of content	02	45	38	01
ii)	SIP Personnel	09	47	27	02
iii)	Teaching methods	05	51	29	00

The responses show that the vast majority of the teachers were generally satisfied with SIP training/preparation. Those who saw no benefits are almost negligible, and the way the teaching was conducted was clearly very popular.

We understand that the on-the-job approach is time-consuming but we also know from our study that some teachers have resisted change (discussed later). We believe that on-the-job training is the vehicle by which teachers are convinced of the need for change and the process by which teachers link their classroom practice to school ethos, staff development and schools' infrastructure. Our perusal of all of the SIP school time-lines of change, which are completed regularly, supports this claim. We therefore suggest that this practice is maintained and that the adoption of too ambitious a number of schools for any future phases is avoided. Our discussions with teacher trainers at ITEK and Makerere University suggest that child-centred approaches are encouraged in pre-service courses but that teachers in Uganda tend not to put them into practice when they enter the profession due to the culture within schools. The SIP approach appears to be much more successful in creating change, but maintaining the change should be considered a priority in any future phase. It is unrealistic to expect any PA to support more than three 'new' schools to the project at any one time in this way. It should also be borne in mind that schools develop at differing rates (as do teachers, due to their commitment, competence in English or subject knowledge and motivations) and that some schools will take longer than others to change to a similar degree and that others will require the SIP team to return and monitor their progress.

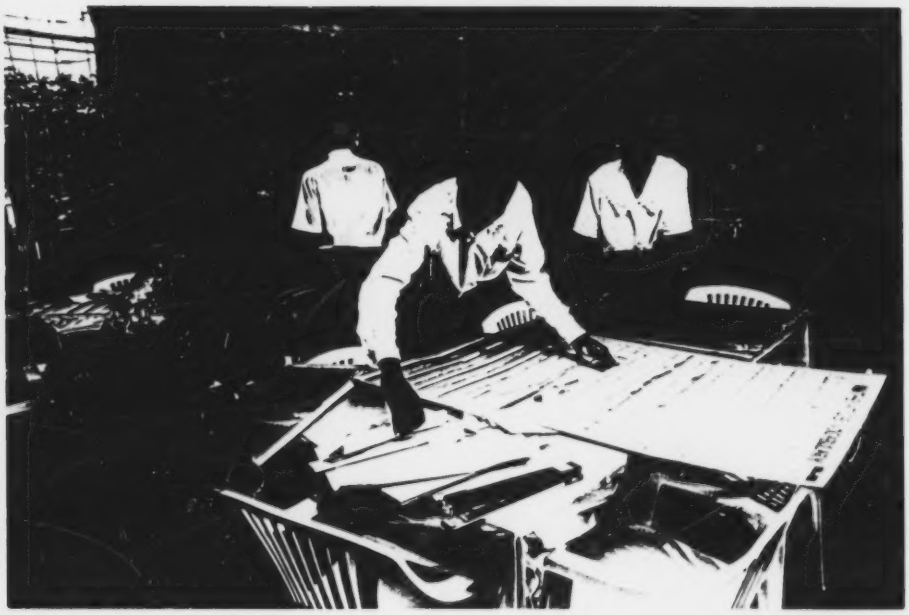
This process of weaning schools off the SIP support will need to be planned for in Phase II, particularly if higher order concepts are to be introduced, e.g. differentiation of learning, monitoring special needs or team-teaching. On-the-job training bridges the gap between theory and practice for teachers. This will require PAs for Phase II to be equally well trained and have the same skills of diplomacy, sensitivity to the local context and the ability to plan written and appropriate material. A period of time will need to be devoted to this. Given the change of PD, the current PAs could be consulted on how long this training period should be.

5.1.1.3. Teachers Resource Centre (TRC)

The TRC has been described by the SIP team as the 'cornerstone' of its achievements. The TRC provides a variety of avenues for teacher development; it provides a book and reference material loan scheme and it is also a place where teachers can meet to study or make self-chosen materials for their school.

The TRC at the Makerere Road Complex benefited from the considerable knowledge of the PD of 'teachers' centres' and their role in supporting teacher development in British schools over the past three decades. The SIP team acquired hundreds of books from overseas and those developed in Africa and they made many low-cost educational games and materials. Many dignitaries, practitioners, inspectors, representatives of other agencies, some parents and those in higher education have visited the TRC. A visitors' book is kept in the TRC which is signed by visitors and is full of hundreds of signatures and includes a great number of positive comments on what the TRC offers.

In our questionnaire to 85 teachers from our study schools we asked about the benefits of the TRC, and although not all the teachers commented, the following were typical responses. These responses



Teachers' careful prepartion and time spent in developing learning aids.....

.....results in interesting and enjoyable learning by students

match the SIP teams intentions for the role the TRC should play in teacher development. The benefits reported included:

- learning and updating skills/knowledge
- widening teaching approaches
- making teaching more "interesting"
- materials provided
- attending workshops
- preparing teaching aids
- access to cheap materials
- teaching made easier
- demonstrations

The list reveals the general benefits, but further investigation is needed during Phase II of the long-term effects of the TRC. Teachers reported that the rapport between the head teachers and teachers/children had improved as a result of the establishment of the work conducted at TRCs. Headteachers did the following:

- they learnt to consult teachers
- they got more interested in children
- they provided more teaching materials and textbooks
- they provided administrative skills

The SIP co-ordinators in our study schools mentioned the following as the principal benefits of a TRC:

- borrowing books
- making teaching materials
- teachers' cooperation
- constant consultations (with staff)

These comments justify the establishment of TRCs especially given the fact that teachers have no personal libraries and that the schools have no libraries either. The use of the SIP vehicle as a portable library has been well supported and welcome. The development of school-site TRCs by one school for the use by small clusters or pairs of schools has proven to be popular, one reason is that as SIP spreads across Kampala more and more teachers are required to travel some distance to the main TRC. For many teachers this is not viable because of the cost of travel and poor public transport.

Staff in schools were well aware of the difficulties and resource implications of starting-up a local TRC and in all cases they felt strongly that SIP was needed to initiate the TRCs and provide the starting materials. Another difficulty we noted was the scarcity of space in some schools and the need for security when TRCs were full of resources. This added to the cost burden for the school and some schools simply could not afford a TRC. It is difficult to estimate how important the TRCs are to the success of the SIP but it is clear that they have a strong support and development role and that the school teachers like them.

The rationale behind the development of school-based TRCs as expressed by the SIP team is to: *develop the culture of material making; develop school and class libraries; encourage an exchange of ideas between teachers; develop school-based staff development and create easy access to books and materials.* Our findings suggest that all of these intentions are beginning to be realised and that TRCs are instrumental in the development and maintenance of the SIP approach. From our discussions with SIP staff we are confident that they value the role of the TRC in their own work as much as schools do in theirs.

5.1.2. Development of TRCs

In any future Phase II AKF should consider the location of the main TRC which is currently based at the MRC and further clarify the role between the central TRC and the school-based TRCs. Prior to phase II of the project AKF and the SIP team should calculate the budget costs for the maintenance and development of centres. The current use of a VSO with knowledge of Information Technology as a TRC assistant has been very beneficial to the project. The SIP team will also need to assess their IT skills and seek further development in this area. There is a new computer site for the Aga Khan primary school on the Makerere Site and the possibility of joint staff development in IT should be explored. The establishment of AKF, Uganda will be very beneficial to the SIP, especially during negotiations with key personnel in Kampala who might be responsible for the sustainability of the SIP e g. with City Education Office. New staff to AKF Uganda made a positive impact on such personnel during our meetings with them as part of the evaluation.

5.1.2.1. Parents use of TRC

Parents whose children attend the schools closest to the TRC have expressed an interest in borrowing books from the TRC, from schools or any arrangement supported by SIP. Some parents have the time to help their children at home and are requesting help, information and further knowledge. Other parents have recommended workshops and seminars on both the content and methodology of teaching, in order to effectively assist children learning at home. Given the constraints on the SIP resources we believe that lending to schools and prioritising whole school change must come first.

5.2. Pupil learning and perceptions of the SIP method

A total of 144 pupils were interviewed: six pupils from each of the P.2, P.4 and P.6 classes from each school, except for one school where more pupils insisted they should attend. Boys and girls were equally represented.

The children demonstrated a clear interest in working in groups and in helping their friends learn. We found that all of the pupils in Lower, Middle and Upper Primary Sections preferred to work in groups. The pupils in one school, who were once placed in groups and were now sitting in rows in a crowded and poorly resourced room were bitter about their having been deprived of the group work. The pupils revealed that they were happy to support their friends when they were experiencing learning difficulties. The pupils preferred to consult each other first before the teacher was approached. They informed us that their teachers visited the groups regularly, either to check on the group's progress, to correct or to mark.

The questions pupils asked us during the interview were revealing and were generally related to the conditions faced in their schools. Pupils in poorly resourced schools wanted to know why they lacked resources and what the government was planning for them. The children in the more privileged schools were excited, seemed to know what they wanted out of school, asked content questions and were generally more lively. The pupils who studied in classes that were well resourced, and where child-friendly, group methods were employed appeared happier and appeared constantly ready for learning. The interviews revealed a number of issues to be considered or revisited by SIP. These included:

5.2.1. Pupil opinions and perspectives

The survey revealed that children were aware of a number of personal and administrative problems that had to be tackled if learning was to be enhanced. Many voiced priorities that should be considered. Pupils in poorly resourced schools thought that they had a number of alternative suggestions to meet some of the challenges. Greater communication with pupils would also help in identifying some of the communication problems with parents. It is likely that such problems often contribute towards pupils dropping out of school. For example, some pupils informed us that they "were beaten at school for reaching school late and yet our parents want us to do work before we come to school."

5.2.1.1. Group Work

SIP should continue to encourage teachers to assist pupils working in groups. There is clearly a need for teachers to be more aware when their assistance is required by pupils and how to deliver it, without offending the pupils. Pupils revealed that they were most comfortable when teachers presented themselves as members of the group when they gave this form of support.

5.3. Parents' perceptions of SIP

31 parents were interviewed but 21 (68%) of these were also teachers. The potential for bias has already been referred to, and clearly the sample was far from representative of the overall parent population. Thirteen parents reported that they held a Diploma in Education, another thirteen held certificates (Grade III teachers), one (1) had an 'A' level certificate and six held degrees. The parents responded to several questions, some of which were personal (concerning their families) and others in connection with the schools and the programs (see appendix 2).

All the parents interviewed told us that they had visited the children's classes. Their expectations varied but a few priorities were identified. They felt that the schools needed to:

- provide "quality schooling (81% of parents)
- provide "discipline/good citizenship" (55%)
- "prepare children for school" (34%)
- prepare children for exams (23%)
- provide moral education (23%)

A significant number of the parents also referred to the importance of activities related to daily living e.g. in hygiene

The majority of parents were aware of the SIP although three were not. But most of these parents (as observed earlier) were practising teachers. Five of the parents (non-teachers) revealed that they had known of the SIP through the Parents Meeting, and six learnt of it through Newsletters. The practising teachers claimed that it had been introduced to the school, without discussions and two of the parents (both teachers) were sceptical about the whole exercise and its objectives.

However, the parents who had experienced some advantage of the programme claimed that it was involving parents, which they felt was good (52% of parents reported this); many felt it was supportive (45%); educative (42%) and supported pupil responsibility (34%).

The report reveals that a minority of the practising teachers (29%) considered SIP time consuming, although simplifying the teachers work. The majority of parents were clearly pleased that the schools employed trained teachers' that were constantly refreshed (apparently by SIP); they were pleased that the schools used SIP child-centered methods and that they had the necessary facilities to provide 'balanced' schooling.

Generally speaking the parents whose children had stayed longest with the SIP tended to be the most positive while the others were more critical and were hopeful that a SIP would improve the situation. The parents were generally positive about the teaching methods being used although the majority still indicated a need for improvement in team work, curriculum issues, morals and teaching methods (58%). Most of the parents were convinced that the large numbers caused by UPE were having detrimental effects.

5.3.1. Parents' perceptions of SIP benefits to children

Parents reported a number of positive behaviour changes in their children that they considered to be specifically due to the increased freedom and group work provided in school. All of the parents reported an improvement in their children's acceptance of responsibility. A large majority also reported their children to be more investigative (87%), more sociable (81%), to have improved language use (61%), and being more organised (and time-conscious) (61%). Others commented upon their children's increased self-control and confidence.

While the SIP has been unable to run formal workshops for parents there have been informal contacts with parents in most of the schools. The PD reported the following opportunities that were taken to address parents in six of the project primary schools:

- "PD and PAs have also met the Management Committees in all the year 1 and year 2 schools. PD has also met the Management Committees in three primary schools. The PAs have intermittent contact with the Chairpersons and members of the Committees while they are in schools.

- Parents from the most local primary school often drop in at the TRC to see the resources available for the school.

The SIP team ran an open week (August 1996) at the TRC and invited parents from the project schools to visit the TRC and make comments. Those who came made very positive comments but the number of visitors was small (30 parents). For the open week all four project schools from year

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2 had made substantial contributions in terms of displays and educational resources. They had informed parents about the open week. After the event was over, the schools informed us that there is no culture of general visits to centres or schools. Parents only come to collect their children's reports on open days. Therefore we took a mobile exhibition to one Primary School. Another two Primary Schools did impressive displays with the help of SIP staff on their open days. This had over 400 parents who visited the schools".

5.3.1.1. Parental Partnership

We consider parental partnership to be crucial in providing effective primary education. The comments reported are encouraging but should be treated with extreme caution given the potential bias of our sample.

5.3.2. Community Links

It has been suggested that the development of community links has proven difficult in the first phase and therefore needs to be a top priority in Phase II. Education in Uganda is heavily reliant on community support with 476 private primary schools compared with only 78 government primary schools. Mobilizing parents and community groups is vital to the future of SIP. The pattern so far has been to emphasize the role of parents in fund-raising. The challenge will be to develop common understandings and a genuine partnership.

5.4. Head teachers' perceptions of SIP

Each of the eight head teachers was interviewed and their responses to our questionnaire were analyzed. The head teachers identified the benefits that they considered most significant in the implementation of the SIP:

Pupil participation better	75%
Class organisation improved	50%
Library benefit	38%
Better planning and provisions	38%
Improve standards	25%
Use of practical approaches	25%
Subjects integration	25%
Making low-cost resources	25%

The head teachers were concerned about the effect of UPE on the SIP but felt that the SIP was helpful in alleviating some of the difficulties. The increased provision of materials and the grouping methods helped them deal with the difficulties that they were facing due to increasing pupils numbers, higher pupil- teacher ratios and the constraints on teaching brought about by the increased demand for resources.

5.5. SIP Coordinators' perceptions of SIP

The SIP coordinators make up a young, enthusiastic and energetic team. The majority were volunteers although a few were nominated by their administration (head teacher or other teachers deciding by voting).

The coordinators cited a wide range of benefits that had been gained from the SIP. They felt that the workshops increased pupil participation and that this would lead to an improvement in the pupils' English language, literacy and mathematics skills. They felt, however that it would be 'too early' to see learning improvements. They also felt that activity learning and teacher collaboration had been enhanced. In achieving these improvements the influence of the workshops and the teacher resource centres were especially emphasized.

The coordinators also reported upon a number of problems and constraints that they encountered:

- insufficient resources
- administrators slow to accept SIP methods
- not easy to mobilize teachers
- change of teachers
- needs many/sufficient teacher number

5.5.1. SIP Coordinators' suggestions for development

They felt that the SIP and their role within it could be developed in a number of ways. In particular they could:

- make more teaching materials especially models
- conduct more workshops
- monitor teaching
- find new ways of motivating teachers
- encourage visits between/among schools
- increase parent involvement.

The coordinators also suggested that the SIP should divide schools into infants, middle and upper stages for better management and arrange more staff meeting/workshops.

The coordinators saw the benefits of the SIP to be relevant firstly to pupils/teachers, and then the school and community this seems to be in line with SIP managers expectations.

We asked the coordinators how schools would manage if the SIP support was withdrawn or stopped. They had clearly not given the issue a great deal of thought and the issues were not at all clear for them. In our opinion greater coordination/attention needs to be given to this as such planning will be vital for sustainability.

5.6. *Teachers' perceptions of SIP in Schools*

A total of 85 teachers completed our questionnaire and the majority felt that the SIP methods made their work easier (66%) only (8%) felt it made their work harder although (26%) seemed undecided on the issue. We explored these issues further and we feel that the teachers' answers are significant despite the fact that the open-ended nature of the questioning was such as to make quantification inappropriate. Those who found it easier cited the following reasons:

- it "encourages pupils to work alone"
- it "simplifies teacher's work"
- "the grouping"

Those who found the methods more difficult referred to it:

- being "difficult to manage"
- being "time wasting/demanding"
- meaning "handling many tasks"
- "taking long periods"

The teachers also felt that the SIP had helped them in dealing with large UPE classes. They told us that some classes have now three teachers in class, that the grouping had been helpful and that the teaching aids and learning resources were valued. SIP helped them keep children 'busy' and 'encouraging brighter pupils to assist weaker ones'.

We asked the teachers what they considered were the main benefits of the SIP. The following aspects were cited in order of importance/frequency of citation:

1. The improvement of discipline
2. Making cheap visual aids
3. Grouping children
4. Attending demonstration lessons
5. Working with other teachers
6. Children learning better
7. Understanding SIP philosophy
8. Re-organizing classrooms
9. Clinical feedback

The vast majority of teachers who responded to our question on training were satisfied with the standard of their preparation for SIP rating it Good (57%) or Adequate (37%). We also obtained more detailed feedback on the "on-the-job" training provided. The responses showed that teachers were generally satisfied with SIP training/preparation in terms of the choice of content, the SIP personnel, and the teaching methods employed.

We asked the teachers which SIP skills might be abandoned and while again the open-ended nature of the question makes quantification inappropriate we feel that some of their responses were revealing:

- "none"
- "attending demonstrations"
- "SIP philosophy"
- "clinical feedback"
- "type of scheming and lesson planning"
- "working without money"
- "group discussions"
- "card making"

These points may indicate some superficial commitments to SIP principles and practices but they illustrate the need to continue so as to consolidate what has so far been attained.

5.6.1. SIP Certification

In following up teachers' comments about the need for greater official recognition for their SIP work we asked how and why they wanted SIP experience recognized by the Ministry of Education. Most of the teachers wanted certification by examination (24%) or through continuous assessment (47%) These issues need to be pursued in the next phase and be discussed with Ministry officials, Makerere University and ITEK.

5.6.1.1. The teachers' view that SIP makes work 'easier'

This aspect needs to be studied further. We suspect the child-centred approach is misunderstood. There is a danger that some teachers see SIP as making life easier for them in the classroom and that this might be the only reason for their involvement. Some commented that 'teaching' (chalk and talk) all day was harder than making the children work in groups helping each other. It demonstrates that staff in many schools, regardless of their length of involvement in SIP, require on-going development of the theory behind SIP approaches which should be clearly linked to child development in the Ugandan context. SIP formats for scheming and lesson planning may encourage superficial scheming and lesson planning and may well be one source of 'easiness'. Many of the teachers are still unclear about educational objectives.

5.6.1.2. The constraints to SIP

The major outside-SIP constraint has been the new reform of UPE, which has in some cases doubled school class sizes. Coupled with the very poor building and material infrastructure for schools this has exacerbated problems of class management for teachers. In addition teachers' salaries have been affected by the constraints levied on the PTA contributions. Many teachers have not been paid salaries for some time. In the circumstances it is perhaps remarkable that SIP has been so successful as a new initiative which is demanding of teacher time and energy.

5.7. *Teaching methods and Child-centred teaching*

Using our classroom observation checklist (see appendix seven) we observed 72 classes in our eight SIP evaluation schools. Two testers who had been tested for reliability undertook all of the observations, each of which lasted 20-35 minutes followed by a short question - answer session with the class teacher. The results suggest that the whole school SIP approach, utilisation of child-centred resources and pedagogy were more sporadically implemented than the teacher questionnaires suggested (see appendix nine for full results). This could be partly due to the furnishing and equipment in classrooms being inadequate, but there was evidence that some teachers lacked the awareness to make the best of their practice according to the SIP approach. For instance, although there were floor covered areas the children were rarely observed actually using this area, even where there was a shortage of seats.

It would be unrealistic to expect the SIP approaches to have been adopted wholesale in such a short time since the initial implementation of Phase 1. Our findings in this section do, however, suggest that more objective measures like our checklist, triangulated with the perceptions of the beneficiaries of SIP, can be employed to reveal a more realistic and balanced account of the project's achievements.

While many of the more subtle SIP objectives have yet to be realised in the majority of classrooms, given that some schools have only been involved with SIP for a very short period of time we observed fairly dramatic changes to many of the classroom environments. Teachers were keen to gain further support and to help the children learn. SIP has clearly met its Phase 1 objectives to foster more child-oriented practices in project schools and it will be the issue of reinforcement of these practices that needs to be addressed in the future.

5.7.1. Displays

Central to the SIP approach is the development, display and use of low-cost educational games and materials which are to be used in a child-centred approach emphasising child activity. The majority of teachers (86%) had produced at least a few educational displays and most had also made an attempt to place these, along with the children's work, at child height. However, more sophisticated displays such as 3-D constructions were found in only 25% of classrooms observed and less than half the teachers displayed educational wall charts.

It was suggested that schools had recently started term and this could account for the lack of displays but discussions with the teachers concerned revealed that they believed their classrooms looked normal. In general the teachers who showed greatest evidence that they had adopted the SIP approach of making resources were found in the lower part of the school, where the same teachers remain in their own classroom unlike the subject specialist teachers for older children.

5.7.1.1. Grouping

Grouping was also something the teachers appeared to be enthusiastic about. But more than half of those observed seating the children in groups, did not expect the children to work together. Some of the teachers did say that they used a mixed method of teaching, and that the advantage of group work was mainly that children could engage in peer support and tutoring. We believe there is a good deal of research evidence to support this claim. Another problem we observed with grouping

in large classes was that some of the teachers had little idea of the optimum size of a workable group. We observed classes where children were grouped but sometimes in groups as large as 18 children per group or where the tables formed a rectangle which had a space within it, thus restricting the movement of objects on the table.

	Yes		No	
	%	Frequency	%	Frequency
Seated in groups	92	66	8	6
Work on task individually	55	40	45	32
Work collaboratively	53	38	47	34
Groups are mixed ability	75	54	25	18

Some of these difficulties are the result of an insufficient understanding of the SIP approach and others are due to constraints within the classroom. In future SIP staff should revisit issues around grouping because it is fundamental to the SIP philosophy.

5.7.1.2. Small group teaching

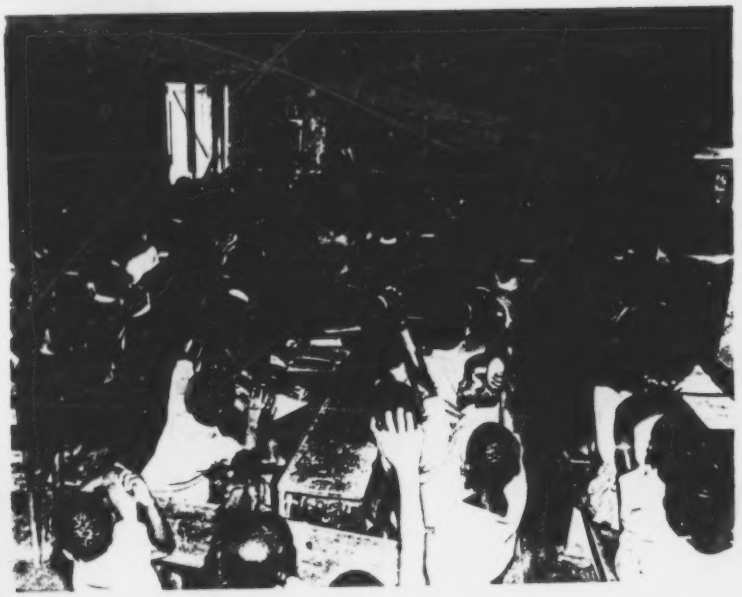
Teachers' style of teaching was observed to be leaning more towards the didactic approaches which were more familiar to the teachers. Most teachers followed the school timetable and many planned their lessons, however very few teachers were observed to have given children tasks differentiated to group ability (although grouping by ability for particular subjects favoured by most teachers). The worst aspect in this area was that fewer than 1 in 5 teachers took the opportunity to actually teach small groups of children, most preferred to "patrol" the classroom or "trouble shoot" from group to group. The SIP team consider this as a step towards more child-centred approaches as teachers gain in confidence of the SIP approach. This demonstrates to the evaluation team that schools need a longer period of support than was envisaged in Phase 1. In Phase II AKF and SIP team should consider a follow-up stage of say one year for schools who need support, possibly through a 'light-touch' approach i.e. working in the schools per month basis rather than a per week basis.

The SIP classrooms encouraged child-to-child discussion and we saw some evidence of this in 76% of the classrooms but there was still a good deal of teacher-dominated interaction. Sometimes this was appropriate, for instance we observed a class of older children who had just received a lesson on an aspect of science which was new and required the teacher to impart this factual knowledge in other cases it was the teachers preferred style. The area where more work is required is in encouraging teachers to let children initiate discussion with each other and with them. Only a third of classrooms observed showed evidence of child initiated talk. We were sympathetic to teachers who wanted to make the change gradually because they fear losing control of their large classes.

5.7.1.3. Lesson Objectives

Most children in SIP classes showed positive self-esteem and behaviour, only in 14% of classes did we observe children to be subdued and only a similar percentage to be off task. Children were observed to ask for help with their work in about 49% of classrooms

« Small group work » can mean peer-tutoring alongside individual concentration on the problem at hand



The reality of the government primary classrooms is a serious challenge for SIP teachers trying to apply activity-based learning

Classroom libraries introduced by the project provide added incentive for students to complete their work

Most teachers had some lesson objectives although some clearly did not understand the difference between an educational *objective* (e.g. learning about shapes) and a *task* (e.g. completing a worksheet). Most teachers were alert in the classrooms and were able to identify children who were off-task and deal with them.

Teacher preparation and style

	Yes		No	
	%	Frequency	%	Frequency
Pupil tasks are differentiated	14	10	86	62
Evidence of lesson planning	79	57	21	15
Learning objectives clear	69	50	31	22
Timetable is followed	92	66	8	6
Teacher made workcards	76	55	24	17
Only "chalk & talk"	45	32	55	40
Teaches small group	17	12	83	60
Teacher "patrols" the class	53	38	47	34
Teacher "troubleshoots" from group to group	60	43	40	29
Teacher notices children not on task	88	63	12	9

5.7.1.4. Curriculum

We were interested to observe curricular activity and evidence for the presence of materials and games which the SIP team had given workshops and training on. For instance, SIP focused heavily on early literacy approaches and low-cost educational games. The following observations were made:

Curriculum

	Yes		No	
	%	Frequency	%	Frequency
Library/book area	63	45	37	27
Language displays/games	86	62	14	10
Word bank in use	15	11	85	61
Low cost ed. games	69	50	31	22
Child made resources, e.g. zig zag books	46	33	54	39
Enough materials per group	81	58	19	14
Maths displays/games	64	46	36	26
Science displays/games	72	52	28	20
Accuracy in children's exercise books	94	68	6	4

Most teachers had made language, maths and science games and displays. While the teaching and learning of language is emphasised, we were pleased to find that a good proportion were also taking other core subjects seriously. The impact of SIP was clearly evident, for example child-made resources in classrooms, where these were evident, were almost exclusively zig-zag books. However, a lower percentage had wordbanks in use. Some teachers had extended the ideas imparted by the SIP team, for instance, wordbanks were developed for particular subjects or topics. In this area SIP work was in evidence in most classrooms but especially in the lower primary classrooms.

5.8. Monitoring Indicators and Mechanisms

The SIP team have developed on-going, qualitative but extensive feedback systems with teachers that are applied in every workshop and SIP intervention in schools. An example of a typical school evaluation by teachers in a SIP school can be seen in appendix eight. Schools are also gradually being introduced to a 'Time-line of Achievement' record which is designed to enable participants to reflect on change. The time-line of achievement provides a mapping progress that acts as a source of information for the SIP team to monitor change and respond to teachers' comments. Most of the schools had responded to the time-line of achievement and produced detailed accounts of their progress, and in our discussions with the SIP team we concluded that they knew the schools they worked in very well. The team showed us how this evaluative instrument informed their work with the schools Where there was a SIP coordinator in the school the task appeared to be particularly effective Schools also reported that this was a useful mechanism to monitor their own progress.

Other instruments the SIP team used to monitor their progress and to evaluate change included: classroom observation proformas; teachers' questionnaire; proforma for gathering factual baseline data: workshop evaluation proforma and students' questionnaire. The continuous assessment piloted just before the evaluation took place was at an early stage and difficult to assess. Those we met who were using the strategy could see the advantages of monitoring children's learning in this way. We

expect this should be looked at more carefully in future evaluations. We do however view it as another strategy for supporting more child-centred learning, especially schools where SIP has been involved for some time and where progress has been shown to be good. In other situations the burden of continuous assessment of large numbers of children might demoralise teachers and impact negatively on other SIP activities.

The evaluations focused mainly on the inputs from SIP, and participants used this opportunity to share and discuss what they gained from the SIP. Given the constraints of a small scale programme like the SIP critical issues pointed out by the teachers were addressed where it was possible, such as when more input was required on the development and use of schemes of work. Some requests might have been considered beyond the remit of the SIP team but were nonetheless responded to positively. For instance, teachers indicated a need for training in effective articulation and general use of the English language in classroom situations. Negotiations between AKF, SIP team and Makerere University has resulted in a one-year course being offered at the University for improving English language competence which we understand is currently being attended by 90 teachers. About 50 of the teachers attending this course are from SIP schools. There was evidence of review sessions at the end of the year's activities, for all the project schools. The aim of these is to enhance planning for the following year. The review forms used had a provision for proposals on improvement for particular areas.

The SIP team encouraged evaluation of their performance through qualitative, open-ended questions on their evaluation sheets. This aspect as a measure of monitoring effectiveness and quality is necessary but not sufficient, we consider that there are too many qualitative evaluations and that they should be streamlined so that the data that the SIP team receives is more easily managed. If the project is extended to more schools the logistical difficulties of analysing a large amount of information could detract from the time being spent on working with schools. The evaluation team found the monitoring mechanisms had produced an overwhelming amount of information from teachers, consequently we struggled to digest it all. More use of objective self-assessment instruments might be helpful and if the same instruments are then also used by the SIP team, comparative measures can be taken on the progress of change. For example observation checklists which are used by teachers in each others classrooms (or the same classroom) can encourage joint responsibility for the improvement of teaching. In phase II a research officer could take the responsibility for devising and analysing such instruments in consultation with the team.

The SIP team was largely responsible for monitoring teacher progress and their own team's progress and directing their resources to the best advantage. We believe that this was possible with the direction of a very experienced PD within the confines of a small-scale project effecting 15 schools. If the project were to expand as we have recommended, then like most intervention programmes in the world it should be subject to on-going scrutiny by an advisory board, in the form of a consultative /steering committee. AKF, Uganda should consider the remit of such a committee and the incentives needed for people to attend. There can be several advantages:

1. Representation on the committee from local educationalists and researchers who understand the local context.

2. Providing a two-way communication between the SIP team and local committee members, some of whom will be responsible for sustaining SIP activities in the future.

3. Giving the local educational community a stake in the SIP.

We do not feel we are in a position to recommend key persons but AKF might consider two kinds of advisors to a consultative committee; those who can offer skills to the benefit of SIP's ongoing work such as local researchers, community representatives, inspectors and district education officers and those who will be key players in future sustainability of the SIP approach like the CEO and representatives from agencies concerned with similar issues to those of AKF. We found in our meetings with key persons from MOES, SUPER etc. enthusiasm for SIP but little regard had been given to their own role or how their own work could complement or support the SIP approach. We believe this is because SIP is still relatively new and small-scale in comparison to other teacher development initiatives.

5.9. Technical inputs and outputs

The Project Director (PD) has provided ongoing training for the staff and developed what we perceive to be an excellent team of trainers, who are knowledgeable, committed, flexible and sensitive to the needs of SIP schools. The PD provided the following list of technical training and experience gained by the SIP team over three years:

- Project Assistants (PAs) visited Kisumu SIP for 2 weeks' training with Dr. Pearce and his staff (January 1995).
- PD participated in a Language and Literacy Conference in New York and brought back helpful information and literature (October 1995).
- PAs visited Mombasa Madrasa Projects and AKES schools (October 1995).
- Two Consultants from UK conducted workshops on Language and Literacy Development (Sue Ellis & Penny Bentley) December 1995.
- One week's training provided by a British Consultant in science - Bridget Douthwaite (August 1996).
- One week's training provided by 2 Assistant Professors - Dr. Mehru Ahmad Ali and Mrs. Nilofer Halai from the Institute for Educational Development (IED)/AKU, Karachi on peer coaching, small scale research and mentoring (October 1996).
- One PA - attended a one-week's course and UNISE on Special Needs Education and disseminated the ideas to the staff.
- Project deputy and the PD attended the IED SIP Leaders' Conference in Karachi (November 1996).
- Two PAs went to Karachi to attend the VT Programme for 2 weeks (Nov. 1996).
- As a member of the AKU Task Force and the Madrasa Regional Committee, the PD gained much knowledge and understanding about school improvements/effectiveness and about Early Years' Curriculum in Madrasa (1995 - 97).
- The VSO worker has also made a significant contribution to the making of low-cost materials, demonstration lessons and the understanding of the new national syllabus (1996 - 97).

The project team benefited enormously from these inputs and as a consequence staff have been able to offer support to PTCs , in particular, in developing early childhood education courses and training material. We believe that these inputs significantly aided the process of project

implementation by enhancing the expertise of the SIP team in relation to their subject knowledge base and their understanding of a more child-centred approach. From our discussions with the team the information they gathered as individuals was shared among the team. We believe that this practice should continue in Phase II of the project and the SIP team should plan carefully for future inputs.

Apart from the work in the 15 project schools, the SIP team has organised many extension activities, according to SIP records some of these have been:

- Participation in the National English Language Conference organised by Makerere University in 1995 and 1996 (500 participants, 300 participants respectively). PD presented papers at both and acted as group leader at the 2nd conference.
- PD and PAs ran workshops in English for the 80 subject co-ordinators for the City Council. PD gave a keynote address on Continuous Assessment to 400 participants from Kampala schools.
- Two-day Language and Literacy workshops for 20 schools in collaboration with Makerere University Language Department Institute of Education (60 participants).
- Three-day workshop at Buginyanya Training College (300 students).
- Two-day workshop at Kibuli Training College (300 students).
- Saturday workshops for Shimoni Training College (40 students).
- Saturday workshops for Shimoni Demonstration School (80 teachers).
- Three-day workshop with ITEK on writing the Curriculum for the Nursery Certificate.
- Two National ECD workshops - one at AK Primary (80 participants).
- Residential one at UNISE with 25 District Inspectors.
- Production of ECD Booklet for all District Inspectors.
- Collaboration with Mrs. Earnest (Head teacher of AK Nursery) in her Nursery course for 100 participants.
- Two workshops in Mubende District for 200 teachers of non-formal education (NGO).
- Inspectors workshop in collaboration with English Language Department.
- Institute of Education Makerere University (40 participants).
- Two PAs conducted workshops for one week in Dar-es-Salaam for 15 AK Schools.
- Two-day workshop for the teachers of former AK Primary School from Mbale.
- PD's and VSO's participation in preparing and editing the new Uganda National Curriculum.
- PD's ongoing participation in consultative work with UNICEF, World Bank - Health and Nutritional section in ECD.
- Writing of a weekly column in the New Vision - the most popular daily paper.

These inputs and outputs illustrate a strong, proactive SIP in which the SIP team has acted positively and to good effect with large numbers of educationalists. This work has been conducted alongside the day-to-day work with 377 teachers in the 15 SIP schools. We are certain that the team has sown the seeds for productive dialogue which should strengthen inter-agency collaboration and general support for the project. In a three-year period, given the project's starting point, it is an admirable achievement and one that should continue to develop. In any future phase of the project there is a case for more selective targeting of extension activities to those personnel and groups which will ensure sustainability.

These input and output activities have contributed a good deal to the objective of the SIP, the key areas of progress have been in the building of strong relations with key personnel e.g. district officers, ITEK lecturers and in the development of a knowledgeable SIP team. A major challenge

for the future will be to create the correct balance between the demands outside the SIP schools and SIP responsibility to newly recruited schools and those they are supporting for ongoing SIP activities such as those adopting continuous assessment. Without the international flair and expertise of the Phase one PD we believe that extension activities should be targeted selectively.

5.10. Cost analysis

Budget - Expected

1994	(Nov - Dec)	76,579,700/=
1995		228,906,531/=
1996		184,939,708/=
1997		155,164,260/=
	Total	645,590,199/=

Actual Expenditure

1994 (Nov - Dec)	56,457,456/=	Underspent
1995	175,012,825/=	645,590,199/=
1996	173,343,378/=	599,977,919/=
1997 (Expected)	155,164,260/=	----------
	----------	085,612,280/=
Total	559,977,919/=	==========

Total	**schools**	**children**	**teachers**
	16	**12,273**	377

Cost per pupil over the 3 years period = 15.2 US$ per child

Total Cost Per Teacher

377 teachers = 1485 US$ per teacher

Breakdown of costs per SIP Phase

Unit cost per child

Stage One	-	149.6 US$
StageTwo	-	53.9 US$
StageThree	-	12.6 US$

(Exchange rate 1000 Uganda shs to 1 US$)

From this brief analysis (see appendix 10 for further breakdown of schools and pupil numbers) it can be seen that the cost per unit child has dropped dramatically and that the project is just beginning to be

very cost-effective. The SIP team also explained how their methods were now more easily accepted by schools and how many more schools were keen to be recruited now that the 'word-of-mouth' news about SIP had spread to other Kampala schools. When the full impact of the project is taken into account (see above for inputs and outputs) and the number of teachers, student teachers, inspectors and teachers outside SIP schools that have benefited from the project are accounted for, it is clear that the project should be continued. At this juncture the SIP is a lean, effective and efficient force for change and one that is ready to be launched on a larger scale.

6. CONCLUSIONS AND RECOMMENDATIONS

SIP has really only been fully in action for approximately one year given the constraints of setting up, preparing the site at Makerere Road and for developing the AK primary and nursery schools. We believe the SIP has achieved a great deal in this short period of time. There is no doubt that this first three-year Phase of the project has been a success and that the project is ready for expansion to a greater number of schools. The key to success in the next phase will be the preparations for sustainability within schools and within the Kampala district with key education officials, in particular the CEO and DEOs. Further community support should also be clearly targeted from the outset of any extension to Phase 1. The evaluation team unreservedly support the idea of extension to the project and the continuation to a Phase II, however due consideration should be given to the length of this phase, three years was a very short period for the current phase. Given Uganda's need and the country context we would recommend AKF consider a five-year period for Phase II.

SIP started by developing the Aga Khan schools as centres of excellence. The SIP established the Makerere Road Complex (MRC) as the administrative base and the TRC which has been fundamental in training large numbers of staff and in promoting the professional development (and ethos) of teachers. This is a site illustrating excellence in primary TRC development, the TRC has received hundreds of visitors including parents and officials from most sectors of education. It has helped Kampala teachers to enter a culture of professionalism and to expect higher standards. Some schools are developing their own TRCs in pairs, but the space for these is threatened with UPE therefore it is important to find ways of encouraging teachers to utilise the model TRC. SIP is certainly very popular in the schools we visited.

The team has influenced 15 schools' practice and culture with varying degrees of success depending mainly on the time spent in the school, the commitment of the head teacher and the material and physical infrastructure of school buildings. In the best schools there is evidence that the SIP has transformed the environment of classrooms and instilled an ethos of improvement by mobilising most teachers' expectations of themselves and the children. The timeline of achievement helps teachers to be more reflective and helps the SIP team to monitor the progress of the school. More carefully considered and observable measures of teacher effectiveness need to be devised and administered at the beginning and end of any future phase.

Many teachers have developed new skills in making educational materials which support learning in literacy and language as well as other subjects such as science and maths. The most overt examples of this practice were the evidence we saw of teacher made education wall charts, low-cost educational games which could be shared by groups, wordbanks and workcards for homework and for group work within the classroom. Teachers also involved children in making low-cost education material, mainly zig-zag and other story books for the reading corner. Teachers are beginning to gain confidence in the development and use of such material. SIP should continue to offer teachers in successful schools further inservice at the TRC to strengthen their understanding of the philosophy and child development which underpins SIP approaches as many teachers were found to be struggling with the reasons behind their new actions. The team is aware that this process will take time and can only be consolidated as part of another phase to the programme.

New skills have also been gained by many teachers in more child-centred methods of classroom organisation. Group seating was common in the schools we visited and 76% of classrooms

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observed showed evidence that children were engaged in occasional child-to-child discussion and some peer tutoring was in practice. Sitting in groups was very popular among the children and most teachers, particularly within the early years of primary education P1-P3. However an optimum size of group should be encouraged and some inservice training on groupwork, as one style of management among others, is required so that teachers can find the right balance for themselves, the age group they teach and the demands of the Ugandan curriculum and examination system.

The SIP team has been very responsive to the needs of the school teachers. This is well illustrated in the decision to replace the idea of master teachers within schools to the whole school focus and the use of PAs as master demonstrators and inservice tutors. This has really been the backbone of the success experienced by SIP. School teachers are not threatened by the SIP intervention because it encourages a collegial approach where the team position themselves as teachers whose lessons can be evaluated and critiqued by the client school teachers. The demonstration lessons and INSET classes to teachers both in school and at the TRC provide practical involvement for the teachers in group learning. In this way they come to see the benefits of these methods in the classroom.

The feedback mechanism developed by SIP has been largely qualitative and based on teacher and head teacher evaluations of the inservice provided which has informed the team of the strengths and weaknesses of their workshops. Most of the feedback demonstrates that teachers appreciate the approach by SIP. The feedback from parents and children has been largely positive but far less systematic. All the feedback procedures need to be evaluated in order to gain more systematic and objective measures of project progress and effect as well as some of the more subjective and qualitative measures. The latter are less reliable and require a great deal more time to assess.

SIP has attempted to reach a wider audience than the schools by offering their expertise to a larger group of teachers and head teachers through extension activities such as conferences and courses, a regular article in the New Vision newspaper, workshops and encouraging school teachers, community members and the educational establishment; e.g. Ministry of Education and CEO officials to visit the TRC and SIP schools to see their philosophy in practice. However, more work is needed with key personnel in the local establishment to promote SIP into the education system in Kampala and to ensure sustainability during the next phase. Management courses for head teachers have been appreciated and have strengthened the commitment of most heads to the SIP. Our evidence suggests that managers are the key to SIP change and further targeting of professional development for this group is vital.

The SIP team has started to create fruitful links with PTCs. Students from Kibuli PTC have been visiting the TRC and the Principal of the college has established a TRC at the college to support student learning. Initial links have been established with the MOES, UNEB, University of Makerere and CEO who will be key players in sustaining the efforts of the SIP in any future phase. Close and regular working relationships should be established with this group in order to maintain a two-way information and communication pathway. One suggestion for such a mechanism could be the setting up of a consultative group, with clear terms of reference, which could meet 2 or 3 times a year and inform the project as well as take some interest in SIP developments.

Work with ITEK has had a promising start and the DPD has taken the initiative to involve herself with the development of the first accredited early years course. SIP is now responsible for teaching 20% of the module at the TRC, and the evaluation from the first cohort of students is very positive.

This work is essential in promoting SIP approaches into initial and pre-service teacher education colleges.

SIP has benefited from a very experienced PD with a background in teacher development and an understanding of a modern system of education. The PAs have had excellent training and many opportunities to upgrade their technical skills which they recognise will continue to happen. Further development could include organised visits to countries (e.g. the UK) where the SIP approach is common and used alongside other approaches and teaching styles to optimise children's learning across the 3-13 age group.

The major outside-SIP constraint has been the new reform of UPE. There is a danger that some teachers see SIP as making life easier for them when teaching large classes and that this might be the only reason for their involvement. Some commented that 'teaching' (chalk and talk) all day was harder than making the children work in groups helping each other. It demonstrates that staff in many schools, regardless of their length of involvement in SIP, require on-going development of the theory behind SIP approaches which should be clearly linked to child development in the Ugandan context.

The criteria for the selection of schools suitable for inclusion in the SIP programme have evolved throughout Phase 1. It has increasingly become clear to the evaluation team that the SIP is more (cost) effective in some schools than others. It is not simply the readiness of schools to take on SIP which should be the main criteria. Constraints related to the infrastructure of the school to sustain SIP intervention must also be considered. In approaching the last cohort of eight schools the SIP team sought the advice of the CEO and monitored those factors that they had learnt were influential in determining SIP success (e.g. the head's commitment, geographical location and the state of the buildings). Careful criteria should now be drawn up for the next phase of the project. These criteria should be reviewed regularly and remain flexible. A 'contract' of understanding was introduced to the last batch of schools and this should be revisited carefully in phase two, a key decision will be - what happens if schools (or the SIP) find that they cannot live up to their side of the bargain?

SIP has been expensive in the setting-up phase and is now proving to be cost-effective. This is to be expected given the original objectives and the work that needed to be done to develop the Aga Khan schools and establish basic administrative and resource sites managed by high quality staff. During the next phase expansion should be more cost-effective. Schools are now aware of SIP and its tried and tested method. SIP staff report the enthusiasm and rate of progress in the last cohort of schools (recruited in Year 3 of phase 1) has been more rapid than previous schools in the SIP.

SIP should monitor the effects of its intervention on different levels of schooling. There has been more emphasis on the early years and it appears that SIP is not yet fully responsive to the needs of upper primary where teachers who feel different constraints due to curriculum overload, more specialist teaching, exam preparation and a longer teaching day. We suggest a more subject centred (rather than whole curriculum) approach to the development of group work may be beneficial in some cases.

SIP training of teachers has generally been effective in changing the behaviour and attitude of teachers towards activity-based learning and the production of teacher made resources. Teachers have also seen the value of grouping children for work. However many of the teachers' understanding of child-centred methods remains severely limited. Many teachers are grouping

children to free themselves of the burdens of teaching the whole class but are failing to change their pedagogy to fit with new class management styles. Instead of using their time to teach and interact with small groups of children the teachers prefer to 'patrol' around the class during lessons. Some children reported finding this as an uncomfortable feature of the new system. Some teachers did take the opportunity to 'troubleshoot' from one group to another. The SIP team should focus more attention on pedagogy through their demonstration lessons and draw teachers' attention to how they relate child development and learning in the classroom and why. We recognise that this is a difficult task, and one that is already being done, but it is central to the objectives of the programme and therefore needs to be returned to constantly. The teachers we observed appeared to lack skill in interacting with the children to scaffold their learning, and this is usually considered a central aim of child-centred teaching. Where classes are particularly large, peer-tutoring and team-teaching strategies might be employed to good advantage.

Although students, parents and teachers were on the whole positive about SIP because they could see the evidence of brighter classrooms, more attentive children and motivated teachers, it was difficult to determine whether children were benefiting academically from the programme. The lack of any baseline measure of children's cognitive, social or behavioural development makes it very difficult to measure the 'value-added' by SIP intervention. In phase two there should be some measurement of teacher development and/or child development. The current objectives highlight teacher development but the child is a more obscure focus of the SIP. We are pleased to note that Phase 2 has built-in a researcher post but it should be stated clearly from the outset what this postholder should do and links should be established with a research department in a university so the researcher is supported and able to access appropriate support and advice.

The SIP has emphasised the development of language and literacy and then brought in other areas of the curriculum. The crucial role played by talking and listening and their contribution to child-centred learning across the curriculum needs to be constantly re-emphasised. The SIP should also pay more attention to skills such as writing. In countries where word processing is uncommon and the vast majority of citizens communicate by handwriting it is culturally appropriate to accommodate schools' concerns about such skills. We appreciate that SIP staff encourage all aspects of literacy through their workshops but it is clear that teachers find some aspects of their training more difficult to accommodate. An assessment of these difficulties should inform the SIP for Phase 2.

Awareness of SIP among a wider audience needs to be developed further, in particular with parents of schools that SIP works in. A systematic and strategic approach should be developed. We found that awareness of SIP among key officials in the MOES, CEO and PTCs to be limited. This is not due to neglect on the part of the SIP team but purely through limited time and the scale of the task. We found the same among those who ran teacher development projects in other parts of the country e.g. TDMS and SUPER. Of course it is necessary to develop this work further to ensure sustainability e.g. the project after Phase II, but it is also important for the SIP team to learn from the other projects. For instance, all the other teacher development projects offer teacher's accreditation of their new knowledge and skills. SIP will need to work closely with AKF Uganda office to develop strategic ways of enhancing their training, with high priority being given to some form of teacher accreditation. Links with ITEK, University of Makerere and the MOES will be vital here. The content of training may need to be renegotiated/ revised.

SIP outputs have made an impact on Ministry of Education Early Childhood courses for 45 districts in Uganda which has led to the first booklet on early childhood practice. SIP has been very successful in working with early childhood specialists at all levels. SIP has also contributed to courses for Inspectors and for the departments in higher education institutes. This work needs to be monitored carefully and a more strategic targeting of groups is essential in any future phase of the SIP. For instance, the training of head teachers is a key issue raised by everyone and the CEO is keen to support SIP efforts to further enhance this aspect. SIP should continue to prioritise the collaboration with divisional officers and the CEO in joint training and conferences for teachers and head teachers. Again we accept that this is a difficult task but we consider that it is vital to sustainability.

Education in Uganda is at a critical point in its history and AKF support (with other donors) is vital. However, issues of sustainability need to be carefully built into Phase II. Key targeting and responsibility to involve CEO, MOES and Makerere University will need to come from the highest level in Uganda AKF. The Minister for Education has already asked Makerere University to lead, develop and strengthen primary education in the country.

As has been recognised there is a need to develop model schools from the mainstream of education in Kampala. The initial project was not written to help government schools and therefore the Phase II proposal needs to be very different in its scope. There are two schools from the current SIP phase which are used in this capacity and they should be given extra support.

Use of TRC (the ones in school and the one at MRC) needs examining for Phase II. The role of the TRC has been fundamental in training and in motivating educationalists. It is also a physical embodiment of the SIP approach. It should remain a central part of SIP and the SIP team should assess its use and location for the future.

A summary of recommendations is provided in the Executive Summary (Part 1 above).

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APPENDICES

APPENDIX 1

Figure 1: World Map showing countries with AKF presence

Figure 2: East Africa showing areas with AKES SIP activities

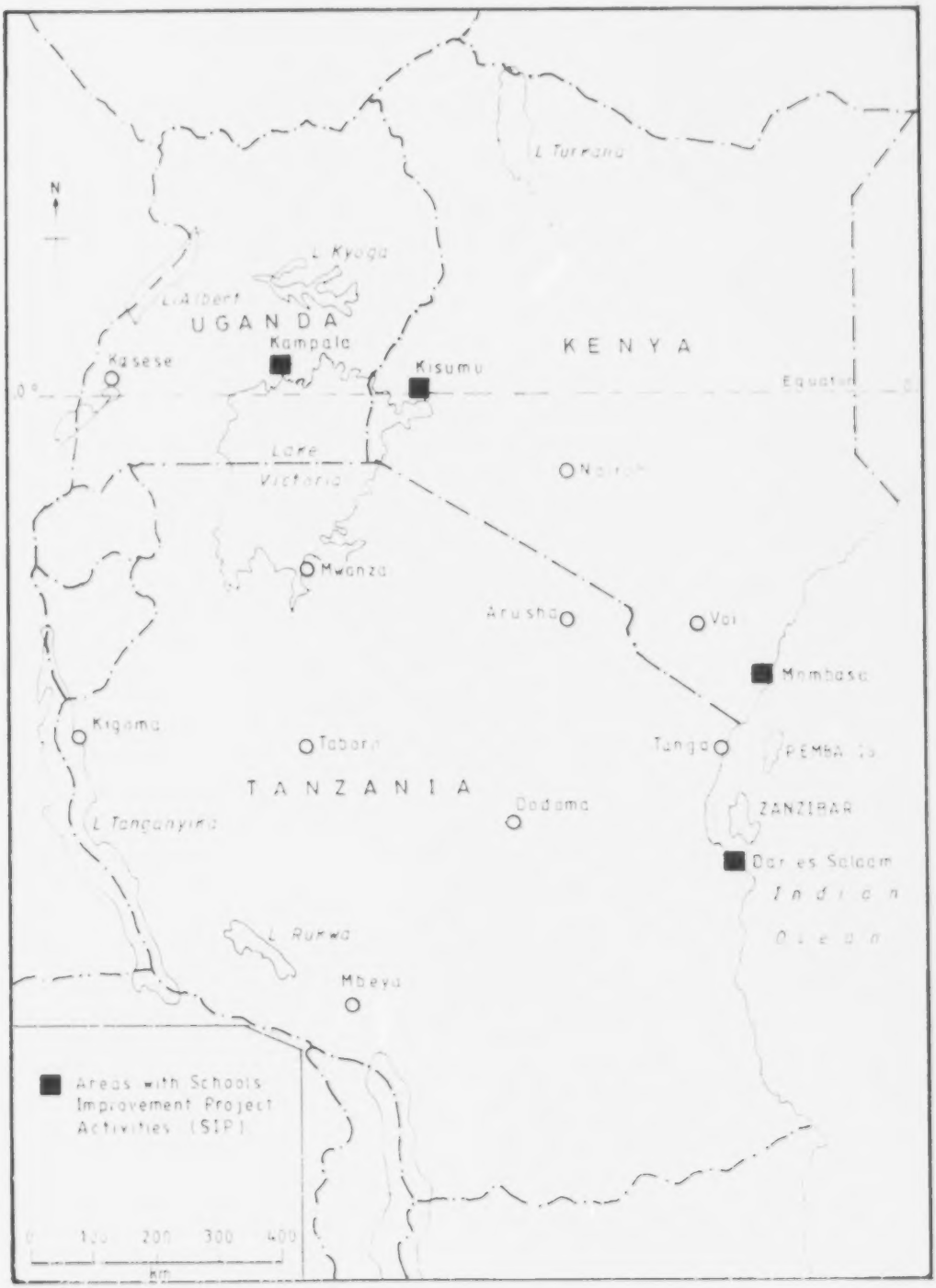

Figure 3: Uganda Districts

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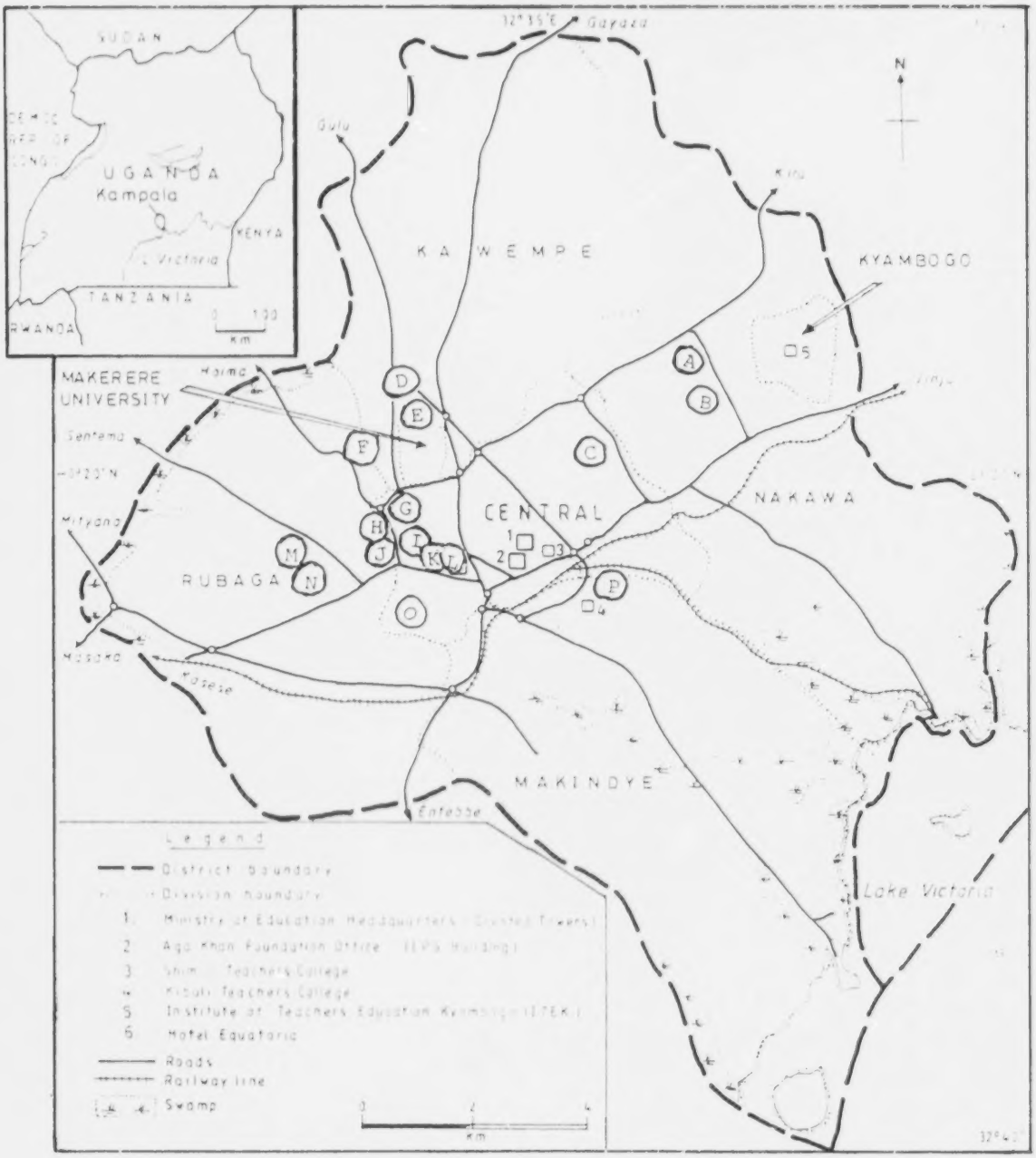
Figure 4: Kampala District – Geographical Location of Project Schools



A	Nagulu Katali Primary School
B	St. Judes Primary School
C	Kololo Nursery School (Aga Khan)
D	Makerere Church of Uganda
E	Makerere University Primary School
F	Mengo Primary School
G	Aga Khan Primary School
H	Aga Khan Nursery School (Makerere Road)
I	Muslim Girls Primary School
J	Kampala Primary School
K	Kyaggwe Road Primary School
L	Ramgarhia Primary School
M	Rubaga Boys Primary School
N	Lubaga Primary School
O	Nabageveka Primary School
P	Kibuli Demonstration Primary School

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APPENDIX 2

Semi-structured Group-focussed Questionnaire for Parents

1. How many children do you have at this school?

2. Have you ever visited your child's classroom?

3. What do you expect the school to offer your child?
   How does the school meet this expectation?

4. What was the teaching (schooling) like when you went to school, as a child (if you did go)?

   How does your child's schooling today differ?
   What do you think of these approaches?

5. How has the school influenced your child's behaviour at home?

6. How often does the school get in touch with you and through what means? What kind of issues do you get involved in?

7. Are you aware of the SIP in your child's school?
   How did you come to know of it?

   What do you think about this approach?

8. What type of family do you belong to e.g. size of family, single parent?

9. What do you do for a living?

10. If ever you went to school, what standard did you attain e.g. P.7, 'O' level, 'A'level, Graduate?

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APPENDIX 3

Semi-structured Group-focussed Questionnaire for Children

Name of school ..... . Classes represented .....

Ages of children .....

No. of children .....

1. Which subjects do you like best, why?

2. Do you like working in groups or alone?
   Who helps you in class when you cannot solve a problem?

3. Do you like the teacher standing behind you, moving round the class/groups or when teaching is done from the front of the class?

4. Does your teacher sit with your group and explain the activity or lesson?

5. What kind of things do you have in your class which help you learn?

6. Do the children and/or the teacher make things which help you learn?

7. Where do you get your reading or text books from?

   Which books do you like best?

8. What kind of activities do you do while in class?

9. What kind of activities do you do at home?

APPENDIX 4

Questionnaire for the Teachers in SIP Schools, Kampala, Uganda, June 1997

☐ ☐☐☐☐

CONFIDENTIAL

Instructions
This information will be treated with strict confidentiality. School names and your own names should therefore not be provided. We want you to be as frank and as clear as you can. Tick , number or answer appropriately - whichever is most applicable. We thank you in advance for your time and cooperation.

A. General Matters

1. Sex: Female Male

2. How long have you been a teacher? ☐ Years

3. How long have you been a teacher in this school? ☐ Years

4. a) What are your teaching grades? I, II, III or V ☐ Grade

   b) Do you have any other qualifications? Please specify _____

   c) Your age: ☐ Years

B. Specific Questions

5. How was the SIP approach introduced to your class(es)? Was it:

   i) Enforced
   ii) Voluntary
   iii) Persuasively
   iv) Other Please specify.

   _____

6. Has SIP model made your work as a class teacher easier or more difficult? Why?

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7. Please number 1 - 9 the benefits of SIP where 1 is your 1st choice:

Understanding SIP Philosophy	Attending demonstration lessons
Making cheap teaching aids	Grouping children
Improving discipline	Reorganising classrooms
Clinical feedback	Work with other teachers
Children learning better	

8. What activities would you continue without SIP support?

How?

9. a) How have you benefited from the Makerere Road TRC?

b) How has the headteacher benefited from the TRC?

10. a) What measures has SIP initiated to deal with large class sizes?

b) What have you personally initiated to deal with large class sizes?

11. How many boys and girls are in your class today?

Boys ☐ Girls ☐

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12. What training did you get in preparation for SIP? Please describe:

How would you describe the preparation?

Good: Adequate: Inadequate:

13. Are you satisfied with the way "on-the-job" training is being done in your school in terms of? Please underline your choice:

i) Choice of content: To a great extent; To some extent; Not at all
ii) SIP persons: To a great extent; To some extent; Not at all
iii) Teaching method: To a great extent; To some extent; Not at all

14. If you were transferred to a non SIP school in a rural area:
(a) what SIP skills would you continue to practice?

Why?

(b) Which SIP skills would you abandon?

Why?

15. How would you want your SIP experience recognised by the Ministry of Education?

a) As inservice experience

b) Certification by examination

c) Certification by continuous assessment

16. Please place in order of preference from 1 - 4 who benefits most from SIP, where 1 is your 1st choice.

School
Teacher
Pupil
Community

17 Any other comments you may wish to make

APPENDIX 5

Questionnaire for the SIP Schools' Co-ordinators, Kampala, Uganda

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CONFIDENTIAL

Instructions

The information given by you will be handled with strict confidentiality. Be frank and clear on what you say. School name and your own name are therefore **not** required. We thank you in advance for your time and cooperation. Tick and answer appropriately - whichever is most applicable.

A. General Matters

1. How long have you been a teacher? ☐ Years
2. How long you have been a teacher in this school? ☐ Years
3. Your age: ☐ Years
4. How long you have been a SIP Co-ordinator? ☐ Years ☐ Months

B. Specific Questions

5. How did you become a SIP Co-ordinator? Voluntary Involuntary
6. What courses helped you?

   Where did you attend them?

   _____

7. What in your view, is the most vital impact the project has had on:

a) Classroom practice?
b) School culture?

c) Pupils learning/achievements?

d) Parents and community?

e) Educational resources?

f) Teacher training?

8. What main constraints/problems have you as a Co-ordinator faced in the project?

9. a) If you were to coordinate this project again, what things would you do differently?

b) What things would you feel others should do differently?

Why?

How?

10. Please No. 1 - 4 who benefits most?

School

Teachers

Pupils

Community

11. When SIP support is withdrawn how will you continue school's improvement?

12. How would a TRC based in your school contribute to school improvement?

13. Any other comments you wish to make?

APPENDIX 6

Questionnaire for the Headteachers in SIP Schools, Kampala, Uganda, June 1997

☐ ☐☐☐☐

CONFIDENTIAL

Instructions
This information will be treated with strict confidentiality. Hence the names of your school and your own names are not required in the expected answers. Be as frank and clear as you can. We thank you in advance for your time and cooperation. Tick circle and answer appropriately whichever is most applicable.

A. General Matters

1. Sex: Female Male

2. How long have you been a headteacher? ☐ Years

3. How long have you been a headteacher in this school? ☐ Years

4. How long have you been a primary teacher? ☐ Years

5. a) What are your teaching grades I, II, III or IV? ☐

   b) Do you have any other qualifications?

   Please specify _____

   c) Your age: ☐ Years

B. Specific Questions

6. How was SIP introduced to your school:

   a) Enforced?

   b) Voluntarily?

c) Persuasively?

d) Other. Please specify

_____

List in order of positive impact the five most important benefits SIP has brought to your school.

i)

ii)

iii)

iv)

v)

8. In a sentence or so, explain what you consider 3 critical problems "on-the-job" teacher training has brought to the school.

i)

ii)

iii)

9.a) Would the activities SIP is doing in the school continue if SIP stopped its support?

Yes No

Why?

b) What has the school contributed to the success of SIP?

c) How should this type of inservice be recognised?

i) By the school

ii) By the Ministry of Education

iii) By the parents/community

10. a) How has the introduction of Universal Primary Education (UPE) affected SIP activities?

b) What measures has SIP initiated to deal with UPE challenges?

c) What measures has the DEO initiated to deal with UPE challenges?

11. What is the school enrolment today?

Show from P.1 to P.7 girls and boys separately, for the entire school.

	Boys	Girls
P.1		
P.2		
P.3		
P.4		
P.5		
P.6		
P.7		

12. Has SIP influenced your style of management

A lot somewhat No change

13. How have you benefited from the TRC?

14. How have your staff benefitted from the TRC?

15. Who benefits most from SIP?

School

Teachers

Pupils

Community

16. Any other comments you may wish to make?

APPENDIX 7

SIP Classroom Observation Checklist

SIP CLASSROOM OBSERVATION CHECKLIST

Observer: .....
School Name: .....
Year: .....
Catchment Area SES: High Middle Low

Class Size: .....
No. of Teacher/s in class: .....

Time of Day: .....
No. Today: .....
Teachers' Roles: .....

	YES	NO	COMMENT
Furnishing & Equipment			
Seat per child	☐	☐	
Cemented floor	☐	☐	
Covered floor area for sitting	☐	☐	
Exercise book per child	☐	☐	
Roof in good repair	☐	☐	
Text book per group	☐	☐	
Displays			
Educational wall charts	☐	☐	
Teacher made displays	☐	☐	
Children's work is displayed	☐	☐	
3D displays	☐	☐	
Displays at child's height	☐	☐	
Walls in good enough repair to mount displays	☐	☐	
Grouping			
Seated in groups	☐	☐	
Work on task individually	☐	☐	
Work collaboratively	☐	☐	
Groups are mixed ability	☐	☐	
Teacher Preparation & Style			
Pupil tasks are differentiated	☐	☐	
Evidence of lesson planning	☐	☐	
Learning objectives clear	☐	☐	
Timetable is followed	☐	☐	
Teacher made workcards	☐	☐	

	YES	NO	COMMENT
Only "chalk & talk"	☐	☐	
Teaches small group	☐	☐	
Teacher "patrols" the class	☐	☐	
Teacher "troubleshoots" from group to group	☐	☐	
Teacher notices children not on task	☐	☐	
Interaction			
Some child initiated talk	☐	☐	
Child-to-child discussion	☐	☐	
Mostly teacher initiated discussion	☐	☐	
Curriculum			
Library/book area	☐	☐	
Language displays/games	☐	☐	
Word bank in use	☐	☐	
Low cost ed. games	☐	☐	
Child made resources eg zigzag books	☐	☐	
Enough materials per group	☐	☐	
Maths displays/games	☐	☐	
Science displays/games	☐	☐	
Accuracy in the work in children's exercise books	☐	☐	
Child behaviour			
Are subdued	☐	☐	
Display positive self-esteem/behaviour	☐	☐	
Many off-task	☐	☐	
Ask for help	☐	☐	

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APPENDIX 8

An Evaluation of SIP activities from school 1 of our sample

The impact of the SIP on the school:

1. Impact on school administrators

- Seminars which could be organised internally and externally to orient the teachers in teaching was wholly done in the SIP programme.
- It eased the administrators from daily supervision of teachers in the classroom.
- It financially helped the administrators from buying rare and expensive materials needed for teaching because the teachers were trained to use the local materials within the surrounding

2. Impact on teachers

- It simplified teaching for the teachers because the method or approach applied in teaching is child centred, hence it involves children in the real work rather than a teacher imparting facts into the minds of children.
- It aroused initiative in the teachers to use immediate possible local materials in their lessons.
- It simplified teachers' work in marking and teaching or explaining the same matter because most of the work involves children's groups and discussions.
- It helped teachers not to specialise in one subject but all subjects for easy integration of the subjects.

3. Impact on learners

- Pupils participate actively in learning.
- It improved pupils' learning and perception.
- Pupils became free with their teachers and amongst themselves.
- A sense of responsibility was much readily developed (i.e. in group discussions).
- Pupils were able to collect/bring raw materials when requested by their teachers.
- Children acquired and improved their skills of speaking in group discussions, drawing pictures/diagrams, writing because they could no longer hide their work from others.
- Children learnt to share ideas.

4. Impact on the community

- The parents have appreciated the method as teaching introduced, it is seen now positive.
- Comments given by some parents who visit the school and more around the classes.

5. Problems

- A lot of time is taken in preparing the materials to be used in the classrooms.
- The system a needs limited number of pupils in the class, i.e. 30-40 pupils in a class.

- Needs fairly up-to-date classroom with basic requirements for the teachers and pupils work be kept well.
- It is a tedious approach, i.e. makes teachers get tired moving from one group to another, looking for materials and preparing the teaching aids.
- It does not suit the country's curriculum because the syllabi cannot be completed in/on time.

APPENDIX 9

SIP Classroom Observation Checklist – Analysis

School Name ..... Class Size ..... No. Today .....
Year ..... No of Teacher/s in class ..... Teachers' Roles .....
Catchment area SES

72 classes observed in 8 schools from Nursery

Furnishing & Equipment

	Yes		No	
	%	Frequency	%	Frequency
Seat per child	76	55	24	17
Cemented floor	96	69	4	3
Covered floor area for sitting	65	47	35	25
Exercise book per child	94	68	6	4
Roof in good repair	86	62	14	10
Text book per group	55	40	45	32

Displays

	Yes		No	
	%	Frequency	%	Frequency
Educational wall charts	45	32	55	40
Teacher made displays	86	62	14	10
Children's work is displayed	76	55	24	17
3D displays	25	18	75	54
Displays at child's height	63	45	37	27
Walls in good enough repair to mount displays	71	51	29	21

Grouping

	Yes		No	
	%	Frequency	%	Frequency
Seated in groups	92	66	8	6
Work on task individually	55	40	45	32
Work collaboratively	53	38	47	34
Groups are mixed ability	75	54	25	18

Teacher preparation and style

	Yes		No	
	%	Frequency	%	Frequency
Pupil tasks are differentiated	14	10	86	62
Evidence of lesson planning	79	57	21	15
Learning objectives clear	69	50	31	22
Timetable is followed	92	66	8	6
Teacher made workcards	76	55	24	17
Only "chalk & talk"	45	32	55	40
Teaches small group	17	12	83	60
Teacher "patrols" the class	53	38	47	34
Teacher "troubleshoots" from group to group	60	43	40	29
Teacher notices children not on task	88	63	12	9

Interaction

	Yes		No	
	%	Frequency	%	Frequency
Some child initiated talk	31	22	69	50
Child-to-child discussion	76	55	24	17
Mostly teacher initiated discussion	58	42	32	30

Child behaviour

	Yes		No	
	%	Frequency	%	Frequency
Are subdued	14	10	86	62
Display positive self-esteem/behaviour	88	63	12	9
Many off-task	14	10	86	62
Ask for help	49	35	51	37

Curriculum

	Yes		No	
	%	Frequency	%	Frequency
Library/book area	63	45	37	27
Language displays/games	86	62	14	10
Word bank in use	15	11	85	61
Low cost ed. games	69	50	31	22
Child made resources, e.g zig zag books	46	33	54	39
Enough materials per group	81	58	19	14
Maths displays/games	64	46	36	26
Science displays/games	72	52	28	20
Accuracy in children's exercise books	94	68	6	4

APPENDIX 10 Budget

(Exchange rate 1000 Ugandan shs to 1 USD)

Budget - Expected

1994 (Nov - Dec)	76,579,700/=
1995	228,906,531/=
1996	184,939,708/=
1997	155,164,260/=
Total	645,590,199/=

Budget - Actual Expenditure

1994 (Nov - Dec)	56,457,456/=	Underspent
1995	175,012,825/=	645,590,199/=
1996	173,343,378/=	599,977,919/=
1997 (Expected)	155,164,260/=	
		085,612,280/=
Total	559,977,919/=	

Phase One Schools	**No. of Pupils**	**No. of Teachers**
1	165	16
2	714	31
3	668	37
Phase Two Schools	**No. of Pupils**	**No. of Teachers**
1	72	8
2	218	10
3	1427	42
4	628	29
Phase Three Schools	**No. of Pupils**	**No. of Teachers**
1	699	17
2	400	12
3	1247	42
4	705	20
5	955	27
6	1304	21
7	1356	28
8	1015	21
9	700	16
Total 16	**12,273**	377

Cost per pupil - 559,977,919 / 12,273 = 45000.6 = 45000.6 per 3 years
= 46 US$ for 3 years
= 15.2 US$ per year

Breakdown of costs per SIP Phase

Unit cost per child

Phase One	-	149.6 US$
Phase Two	-	53.9 US$
Phase Three	-	12.6 US$

Total Cost Per Teacher

377 teachers = 1485 US$ per teacher